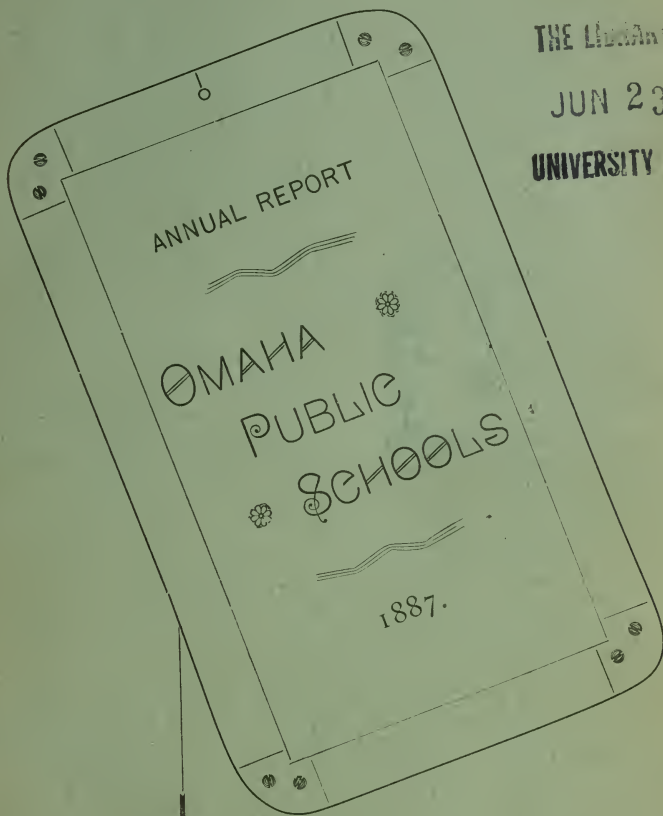


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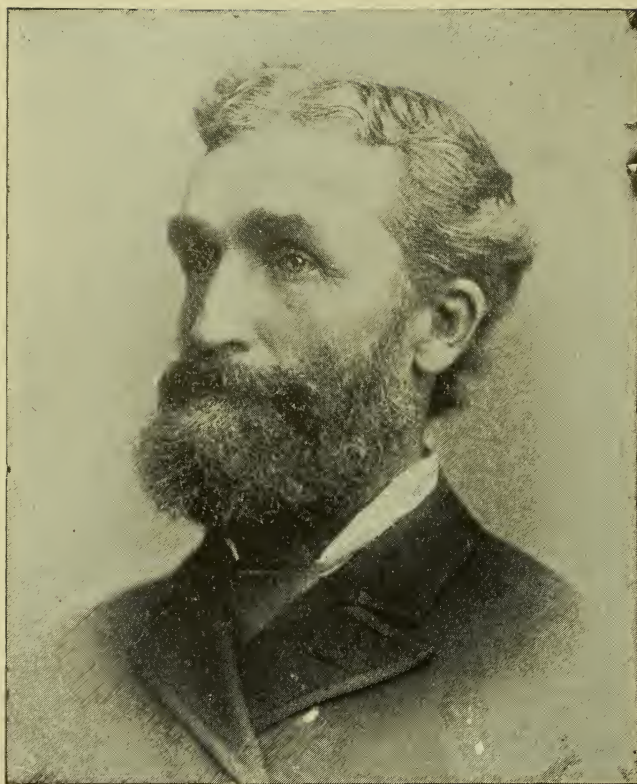
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H. T. CLARKE,  
*President Board of Education.*

# OMAHA CITY SCHOOLS

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## ANNUAL REPORT

OF THE

# BOARD OF EDUCATION

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1887

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OMAHA, NEB.

THE REPUBLICAN COMPANY, PRINTERS.

1888.





Board of Education.



# BOARD OF EDUCATION.

1887.

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## OFFICERS.

HENRY T. CLARKE.....	PRESIDENT
FRED. W. GRAY.....	VICE-PRESIDENT
J. B. PIPER.....	SECRETARY
H. M. JAMES.....	SUPERINTENDENT
W. J. CONNELL.....	ATTORNEY
JAMES HAYNES.....	SUPT. OF SCHOOL BUILDINGS

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## MEMBERS.

S. S. AUCH MOEDY.....	2620 Seward Street
HUGH G. CLARK.....	2020 Leavenworth Street
HENRY T. CLARKE.....	306 North 18th Street
WILLIAM COBURN.....	2315 Webster Street
WM. E. COPELAND.....	423 North 17th Street
SAMUEL K. FELTON.....	4017 Nelson Street
FRED. W. GRAY.....	2024 Douglas Street
WM. A. KELLEY.....	1917 South 12th Street
HENRY LIVESY.....	2808 Capitol Avenue
FRED. R. McCONNELL.....	2629 Davenport Street
MORRIS MORRISON.....	2120 South 16th Street
EDWARD A. PARMELEE.....	1924 Corby Street
AUGUSTUS PRATT.....	1203 South 29th Avenue
DR. J. J. SAVILLE.....	1104 North 24th Street
DE VER SHOLES.....	1129 South 29th Street

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## COMMITTEES.

FINANCE—F. W. Gray, H. G. Clark, E. A. Parmelee, Henry Livesey, H. T. Clarke.
JUDICIARY—D. V. Sholes, Wm. Coburn, F. R. McConnell.
CLAIMS—H. G. Clark, F. R. McConnell, Henry Livesey.
RULES, FORMS AND PRINTING—W. A. Kelley, S. S. Auch Moedy, Augustus Pratt.
MANUAL TRAINING—W. E. Copeland, F. R. McConnell, D. V. Sholes.
TEACHERS AND TEXT BOOKS—Wm. Coburn, S. S. Auch Moedy, W. E. Copeland, J. J. Saville, E. A. Parmelee.
BUILDINGS AND PROPERTY—Henry Livesey, S. K. Felton, F. W. Gray, Morris Morrison, H. T. Clarke.
NEW TERRITORY—Morris Morrison, D. V. Sholes, Augustus Pratt, S. K. Felton, J. J. Saville.
SUPPLIES—E. A. Parmelee, W. E. Copeland, Wm. Coburn, W. A. Kelley, Augustus Pratt.
HIGH SCHOOL—F. R. McConnell, W. E. Copeland, J. J. Saville.
HEATING AND VENTILATION—W. E. Copeland, S. K. Felton, J. J. Saville.





# President's Report.





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## PRESIDENT'S REPORT.

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*To the Honorable Board of Education:*

The Board and citizens expect that the President will prepare a report in such fashion as to answer the inquiry frequently made: What does the Board do with the money it receives? The teachers' pay-roll amounts to some \$16,000.00 each month and is steadily increasing. This pay-roll is a sure index of the growth of Omaha. Salaries have not been increased, but the number of teachers is doubled every few years.

Corresponding with the increase in teachers' pay-roll is the increase in janitors' pay-roll, fuel, repairs, text books and general supplies. This increase is much more rapid than the increase of saloons, which speaks exceedingly well for the morals of the city. A careful study of the Secretary's report shows for what purpose the income of the Board is expended.

The principal sources from which the money is derived for the support of the schools are easily discovered to be:

Licenses.....	\$201,170.37
Taxes.....	49,408.12
State apportionment.....	19,579.44
Fines.....	19,330.95

And the greatest expenditures are for :

Superintendent and teachers' pay-roll.....	\$117,610.70
Construction.....	57,337.86

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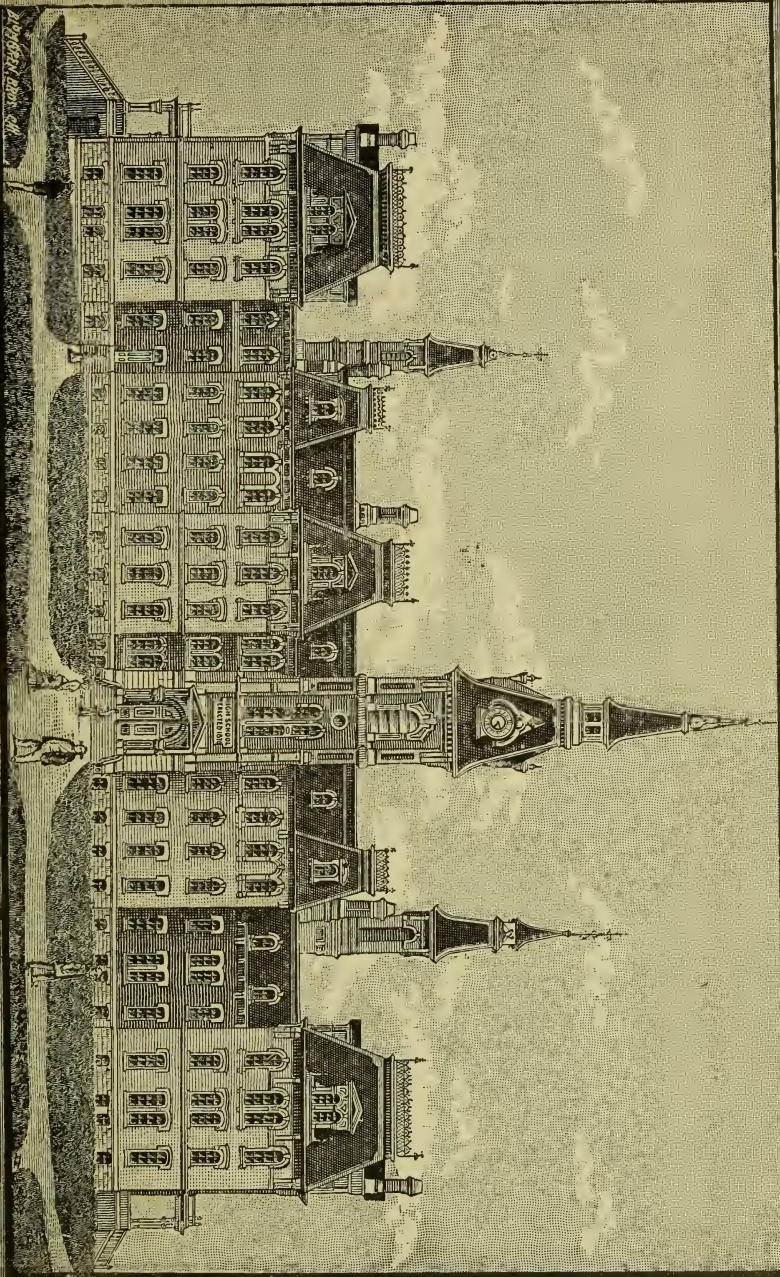
School sites.....	34,000.00
Repairs.....	13,629.47
Books, etc.....	13,184.93
Janitors' pay-roll.....	11,808.00

Though the expenditures for the year past may seem great, it is estimated that the expenses of the new school year upon which we have entered will be still greater. Appreciating this fact, the Board of Education has wisely taken special steps for providing the funds required.

The enlargement of the boundaries of the school district, with the rapid growth of the city, has necessitated the erection of many new buildings. Since the need was urgent, the time limited, and the treasury nearly empty, it became necessary to erect temporary wooden buildings and provide for the issuance of bonds to supply more permanent improvements. This policy was economical since the rent of a suitable room would, in about two years, amount to the cost of a two room frame building. Of these buildings during the year, some fourteen have been erected at a cost of between \$1,300.00 and \$1,400.00 a piece.

These frame buildings were only temporary expedients and it became evident early in the year that a number of permanent brick school houses, with all modern conveniences, were needed; but the regular income of the Board would admit of not more than two in any one year, while the growth of the city demanded at least eight permanent buildings. To raise the money for these structures, it was necessary to issue bonds. At the last school election the Board was authorized to issue bonds to the amount of \$200,000. The money obtained from the sale of these bonds will provide buildings which will accommodate our present needs, and from the regular income hereafter we expect to keep pace with the growth of the city.





HIGH SCHOOL.



The High School has increased in proportion to the graded schools, and as the time has come when the grades and the High School can no longer be accommodated in the same building, either another building must be erected for the grades now housed in the High School Building, or an addition built more specially designed for the High School. Many citizens disapprove of the amount of money spent on this school, believing that the income should be expended on the graded schools. The High School is the fitting crown to the whole system, providing for the children of the poor, the education which otherwise could only be received by children of wealthy parents. Were it not for our High School, parents who desire for their children any more extensive education than can be obtained in the grades, would have to send them to Eastern schools, which the poor could not afford, and must content themselves with the instruction given at the graded schools, or private schools would be opened to supply the need, while at present such schools cannot be sustained. That the poor appreciate the advantages of the High School is evident from the fact that the majority of the pupils in the High School are children of parents in moderate circumstances.

We have opened in the High School, courses of study in Manual Training and Domestic Economy, to the end that graduates of the High School may receive a practical education which shall fit them for any avocation, and train not only the brain, but the hands as well. The money expended on these departments seems to have been well expended, judging from the numbers who avail themselves of the privilege and the approval of their parents. It is, of course, too soon to learn the results of these studies, but experience in other cities would confirm the wisdom of the Board in establishing the courses. We would be pleased if parents and others would visit and see the work accomplished.



The Omaha High School ranks among the first in the country, both as regards the preparation given for a higher education and as regards the completeness of the course. Graduates from this school have passed excellent examinations for admission to Universities and schools of Technology. The city of Omaha may be justly proud of its High School and would tolerate no reduction of the present high standard.

Nor is the standard of the graded schools inferior to that of the High School. Some of the best teachers in the United States have been secured for our schools, and the corps of teachers as a whole will compare favorably with any. Improvements in buildings, for comfort, health and methods are being constantly made. These improvements require the expenditure of a large amount of money, but the funds are economically administered. When the sum total of annual expenses is considered, it seems very large, but the city is large and steadily growing, so that the amount must increase every year. The interest of the schools requires that we provide comfortable buildings and the latest appliances for the work of instruction.

The furnishing free of books, stationery and everything used in the schools requires the expenditure of a large sum annually, but this expenditure has been made in obedience to the demands of the working classes, and no one now would advocate a return to the old system. Compared with other cities, these free supplies have been used with unusual care, and the change has been wise.

With the beginning of the school year 1887-1888, a Commercial course was added to the courses in the High School, and Mr. L. J. Blake was elected to take charge of the new department. The Board was fortunate in securing the services of a gentleman so well qualified for



the position. Only a few pupils have taken the course as a whole, but so many have taken one or more of the studies that Mr. Blake has had more than he could do, and penmanship has been placed in the hands of Miss Decie A. Johnson. Mr. Blake has two classes in Commercial Arithmetic, two in Book Keeping and two in Stenography, and had he the time, could easily form other classes. The progress made by the pupils in this department has been noticable and it is evident that the Board has done wisely in opening this course.

This year the evening schools have been placed on a better basis; large numbers are in attendance and better teachers have been secured. Evening schools will probably form a part of the regular school system in the future and will be subjected to the same rules governing the day schools. Arrangements may be required for teaching in the night schools some branches heretofore confined to the High School.

Improved buildings, competent teachers, free supplies, night schools—all cost money, and the expenditure must increase every year. But is not the result worth the expense? Does not Omaha want the best of everything that is possible to be obtained? In criticising the Board of Education, citizens should remember that Omaha is a city with a population considerably over 100,000, and what would have been extravagant in a city of 40,000 or 50,000, is moderate in a city nearly three times the size.

The teaching of music in the schools has been severely criticised, but many cities smaller in size give this instruction, and we should lead, not follow, places smaller than Omaha. The good effects of this instruction are already beginning to appear in the improved singing in church and home, and with every year we are

taking some steps forward towards making of Omaha a musical city, because of the training obtained in the schools. The time is not far distant when large choruses of our own citizens can produce the works of the great composers, and when the best musical talent of the country will meet with an appreciative reception in Omaha.

This year the Board has elected an attorney, Hon. W. J. Connell, who is ready to advise on any legal business which the Board may have. Already the attorney has saved the city more than double the amount of his salary.

A Superintendent of Buildings, Mr. James Haynes, has been chosen, who not only will supervise the numerous repairs always needed, but will also supervise the construction of new buildings, thus doing away with the architect's fee for such service and giving the Board a far better supervisor. The construction and repairs have now become so extensive, that the committee in charge of this work cannot possibly give it the proper attention, and it has become necessary to secure the services of a man competent to carry on the work in a business-like manner.

The election of a Secretary, not a member of the Board, has worked well; many annoyances complained of in past years have been done away with, and the advantages of a Secretary who is a servant of the Board, and not a member, are very apparent. With a Secretary belonging to the Board, no one could very well find fault, but a Secretary employed by the Board expects to be advised. In the selection of Mr. J. B. Piper, the Board has been fortunate, and the work of the Secretary's office is well and promptly done. It was feared that a new man

could not fill the place so long occupied by another ; but Mr. Piper has done his duty faithfully and with success.

The change in the school law, separating the School from the city election, has been a great improvement. School affairs have been taken out of politics and the women entitled to vote have shown much interest in the elections.

It was feared that an increase in members would make a Board too large for convenience ; but the business has been even more rapidly transacted than when the Board was smaller. A remarkable harmony has prevailed among the members, who seem to be only intent on advancing the interests of the schools. Though the members receive no compensation for their services, they give freely of their time and thought.

In July, 1887, the boundaries of School District No. 1 were greatly enlarged by the addition of districts and parts of districts, which are included within the new limits of the city of Omaha.

By act of the Legislature, the President of the Board of Education, the County Superintendent of Schools and the Director of each School District affected by the change in the city limits, were made a committee to adjust the interests of each district effected by this extension of territory.

School District No. 2 was entirely absorbed by the city and its property turned over to, and its debts assumed by, School District No. 1.

The adjustment is not complete with School District No. 3 and School District No. 37 ; the location of the intersecting line being dependent upon a decision of the Court not yet rendered.

The result of the adjustment with other districts is found in the following summary :

This district receives from

District No. 5.....	cash	\$1,931	26
“ “ 6, house site and.....	“	414	41
“ “ 49, .....	“	144	67
“ “ 53, house and.....	“	4,286	56
“ “ 38, house site and pay to them..		1,745	98
And assume bonds for No. 38.....		1,949	78

We anticipate an adjustment at an early date with districts 3 and 37.

The most important information concerning the schools of Omaha, to which the attention of patrons should be directed, are the progress and efficiency of the schools, the discipline maintained, the prominent position of the High School as a factor of the public school system in Omaha, and among the schools of high grade throughout the west, the advantages of the free text book system, and the appreciation which has been shown of the Manual Training School.

As these subjects will be treated elsewhere, we gladly refer you to the reports of the committee on Manual Training and the Superintendent.

In conclusion I would return my thanks to the Board for their courtesy towards me in my repeated but necessary absences from stated meetings.

H. T. CLARKE,  
President.

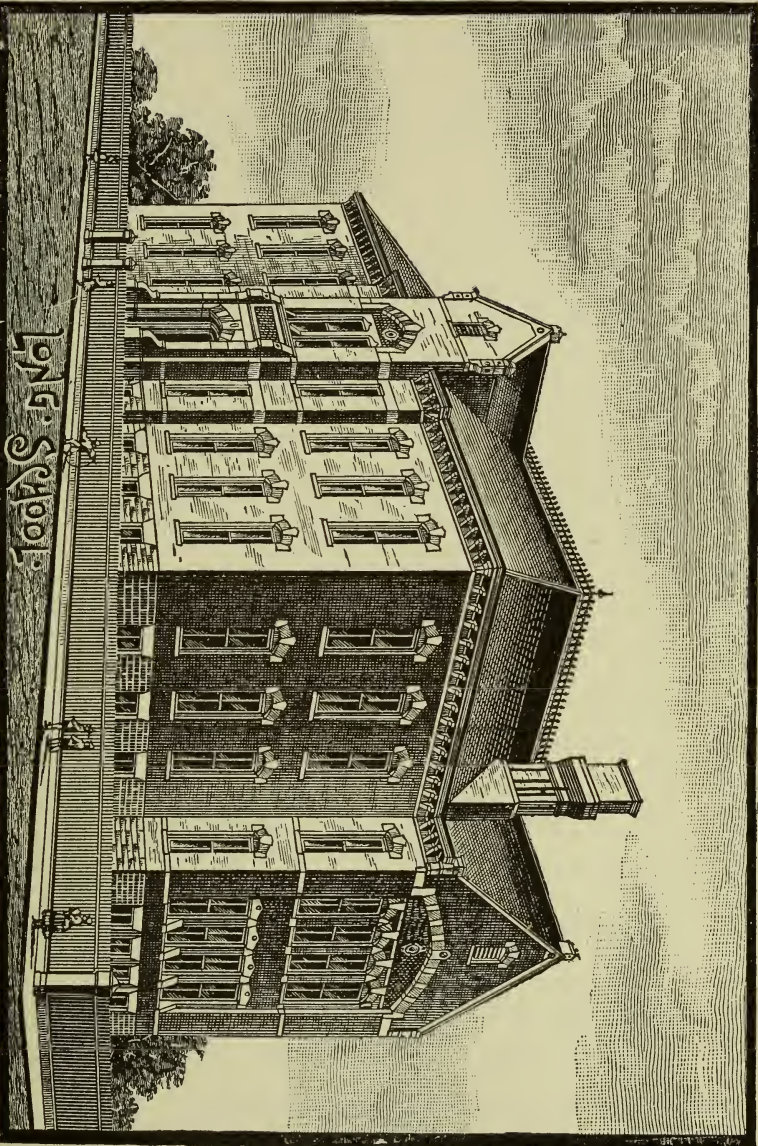


# Secretary's Report.









NOTE.—Leavenworth School was built from same plans as the above, and is substantially the same.





# SECRETARY'S REPORT.

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*To the Board of Education :*

GENTLEMEN:—I have the honor to submit herewith a statement of the accounts of the Board of Education and a detailed statement of expenditures for the various schools, for the school year closing July 11th, 1887.

J. B. PIPER,  
Secretary.

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## GENERAL FUND.

*Cr.*

From taxes . . . . .	\$ 49,408.12	
“ licenses . . . . .	201,170.37	
“ fines . . . . .	19,330.95	
“ state apportionment . . . .	19,579.44	
“ miscellaneous sources . . . .	1,162.33	
	<hr/>	
	\$290,651.21	
Balance July 12th, 1886 . . . . .	4,003.06	
	<hr/>	
	\$294,654.27	
To balance . . . . .	7,907.67	\$302,561.94

*Dr.*

To sup't and teachers' pay-roll . . .	\$117,610.70	
“ janitors' pay-roll . . . . .	11,808.00	
“ construction . . . . .	57,337.86	
“ permanent improvements . . . .	6,701.66	
“ school sites . . . . .	34,000.00	
“ repairs . . . . .	13,629.47	
“ supplies . . . . .	4,286.31	
“ fuel . . . . .	7,708.67	
“ books, maps, apparatus, etc. . . .	13,184.93	
“ stationery . . . . .	416.40	
“ furniture . . . . .	3,606.35	
“ interest . . . . .	5,000.00	
“ insurance . . . . .	1,579.50	
“ special taxes . . . . .	4,402.03	
“ mach'ry, tools and prep. room for manual training school . . . .	1,753.12	
“ rent . . . . .	1,721.00	
“ secretary's salary . . . . .	1,375.00	
“ advertising . . . . .	737.31	
“ supplementary readers . . . . .	77.50	
“ light . . . . .	486.45	
“ telephones . . . . .	440.05	
“ prem's on plans and specifications	950.00	
“ com. for inspection of heat and ventilation . . . . .	450.00	
“ taking census . . . . .	363.82	
“ examining committee . . . . .	186.35	
“ money refunded treasurer of Park Vale . . . . .	250.00	
“ printing superintendent's reports .	166.50	
“ cartage . . . . .	127.40	
“ express and incidental expenses .	118.44	
	<u>\$290,474.82</u>	
Transferred from general fund to sink- ing fund . . . . .	12,087.12	\$302,561.94
Overdrawn . . . . .		<u>\$7,907.67</u>

## SINKING FUND.

*Cr.*

From gen'l fund to sinking fund . .	\$ 12,087.12	
“ interest on sinking fund bonds .	2,506.19	
“ bonds sold and premiums . . .	63,677.29	
	<u>\$78,270.60</u>	
Balance on hand July 12th, 1886 . .	37,497.30	\$115,767.90

*Dr.*

July 1, '86, to high sch'l b'nds red'm'd \$	93,000.00	
Nov. 1, “ “ “ “ “	7,000.00	
“ “ “ \$1,500 city b'nds bought	1,550.00	
Feb. 1, '87, “ \$6,600 “ “ “	6,814.50	
	<u>\$108,364.50</u>	
To bal. July 11th, 1887 . . . . .	7,403.40	\$115,767.90

## SINKING FUND BOND ACCOUNT.

*Cr.*

Nov. 1, 1886, by purchase city bonds . . . .	\$ 1,500	
Feb. 1, 1887, “ “ “ “ . . . .	6,600	
	<u>\$ 8,100</u>	
Bonds on hand July 12th, 1886 . . . . .	64,000	\$72,100

*Dr.*

July 1, 1886, to bonds sold . . . . .	\$58,500	
Dec. 1, 1886, “ “ redeemed . . . . .	2,500	
	<u>\$61,000</u>	
To balance July 11th, 1887 . . . . .	11,100	\$72,100

## DETAILED STATEMENT OF EXPENDITURES.

## HIGH SCHOOL.

Teachers (18) . . . . .	\$21,889 36
Janitors . . . . .	975 00
Books, app., sp. chts. . . . .	3,626 84
Supplies . . . . .	377 10
Repairs . . . . .	2,722 85
Construction . . . . .	4,812 50
Improvements . . . . .	3,833 74
Stationery . . . . .	191 42
Insurance . . . . .	130 00
Furniture . . . . .	568 00
Light . . . . .	112 41
Fuel . . . . .	149 60
	<u>\$39,388 82</u>

## CENTRAL SCHOOL.

Teachers . . . . .	\$ 7,670 71
Janitors . . . . .	580 00
Repairs . . . . .	1,274 75
Books . . . . .	1,043 08
Supplies . . . . .	347 35
Stationery . . . . .	60 85
Improvements . . . . .	524 00
Furniture . . . . .	20 95
Light . . . . .	10 60
Fuel . . . . .	976 46
	<u>\$12,508 75</u>

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 IZARD SCHOOL.

Teachers . . . . .	\$11,259 17
Janitors . . . . .	1,282 00
Repairs . . . . .	1,095 62
Supplies . . . . .	362 35
Books, maps and charts . . . . .	1,274 52
Stationery . . . . .	17 75
Furniture . . . . .	130 60
Light . . . . .	13 00
Fuel . . . . .	864 97
Rent . . . . .	120 00
	<hr/>
	\$16,420 32

## PACIFIC SCHOOL.

Teachers . . . . .	\$ 7,923 60
Janitors . . . . .	1,108 00
Repairs . . . . .	1,779 48
Supplies . . . . .	256 01
Stationery . . . . .	21 40
Books . . . . .	781 73
Furniture . . . . .	143 35
Fuel . . . . .	539 94
Light . . . . .	7 00
Rent . . . . .	526 00
Insurance . . . . .	113 40
Improvements . . . . .	82 10
	<hr/>
	\$13,383 01

## PLEASANT SCHOOL.

Teachers . . . . .	\$ 3,648 49
Janitors . . . . .	595 00
Repairs . . . . .	170 20
Supplies . . . . .	97 90
Books . . . . .	212 22
Stationery . . . . .	5 05
Furniture . . . . .	5 75
Light . . . . .	5 00
Fuel . . . . .	257 00
	<hr/>
	\$ 4,996 60

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 CENTER SCHOOL.

Teachers . . . . .	\$ 3,130 00
Janitors . . . . .	553 50
Repairs . . . . .	405 25
Supplies . . . . .	129 30
Fuel . . . . .	142 65
Furniture . . . . .	48 00
Books . . . . .	261 07
Stationery . . . . .	9 70
Light . . . . .	5 00
Rent . . . . .	140 00
	<hr/>
	\$ 4,824 47

## HARTMAN SCHOOL.

Teachers . . . . .	\$ 6,576 34
Janitors . . . . .	650 00
Repairs . . . . .	564 43
Supplies . . . . .	272 32
Books . . . . .	554 92
Stationery . . . . .	9 55
Furniture . . . . .	29 20
Light . . . . .	10 00
Fuel . . . . .	479 70
Improvements . . . . .	162 55
Insurance . . . . .	98 30
	<hr/>
	\$ 9,407 31

## FARNAM SCHOOL.

Teachers . . . . .	\$ 7,255 72
Janitors . . . . .	610 00
Repairs . . . . .	638 14
Supplies . . . . .	241 36
Stationery . . . . .	24 02
Books . . . . .	1,130 18
Furniture . . . . .	74 40
Fuel . . . . .	364 00
Light . . . . .	7 00
Insurance . . . . .	36 00
	<hr/>
	\$10,380 82

## CASS SCHOOL.

Teachers . . . . .	\$ 6,860 50
Janitors . . . . .	904 50
Repairs . . . . .	694 37
Supplies . . . . .	211 87
Books . . . . .	694 29
Stationery . . . . .	12 00
Furniture . . . . .	62 85
Light . . . . .	8 27
Fuel . . . . .	877 38
Improvements . . . . .	83 21
Insurance . . . . .	142 50
	<hr/>
	\$10,551 74

## DODGE SCHOOL.

Teachers . . . . .	\$ 4,287 63
Janitors . . . . .	570 00
Repairs . . . . .	533 92
Supplies . . . . .	159 22
Stationery . . . . .	5 45
Books . . . . .	412 75
Light . . . . .	3 00
Fuel . . . . .	548 15
Furniture . . . . .	1 50
Insurance . . . . .	288 00
	<hr/>
	\$ 6,809 62

## JACKSON SCHOOL.

Teachers . . . . .	\$ 1,282 95
Janitors . . . . .	236 00
Repairs . . . . .	210 19
Supplies . . . . .	64 50
Fuel . . . . .	74 20
Books . . . . .	15 74
Stationery . . . . .	1 65
	<hr/>
	\$ 1,885 23

## LONG SCHOOL.

Teachers . . . . .	\$ 9,827 76
Janitors . . . . .	1,090 00
Repairs . . . . .	789 02
Supplies . . . . .	307 30
Stationery . . . . .	7 32
Books . . . . .	777 28
Light . . . . .	8 00
Fuel . . . . .	831 30
Furniture . . . . .	319 50
Insurance . . . . .	280 50
Rent . . . . .	106 00
Construction . . . . .	1,244 00

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\$15,587 98

## LEAVENWORTH SCHOOL.

Teachers . . . . .	\$ 8,093 49
Janitors . . . . .	925 00
Repairs . . . . .	1,052 81
Supplies . . . . .	199 94
Stationery . . . . .	11 82
Books . . . . .	1,000 54
Furniture . . . . .	37 00
Light . . . . .	5 00
Fuel . . . . .	625 00
Insurance . . . . .	279 00
Improvement . . . . .	661 99

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\$12 891 59

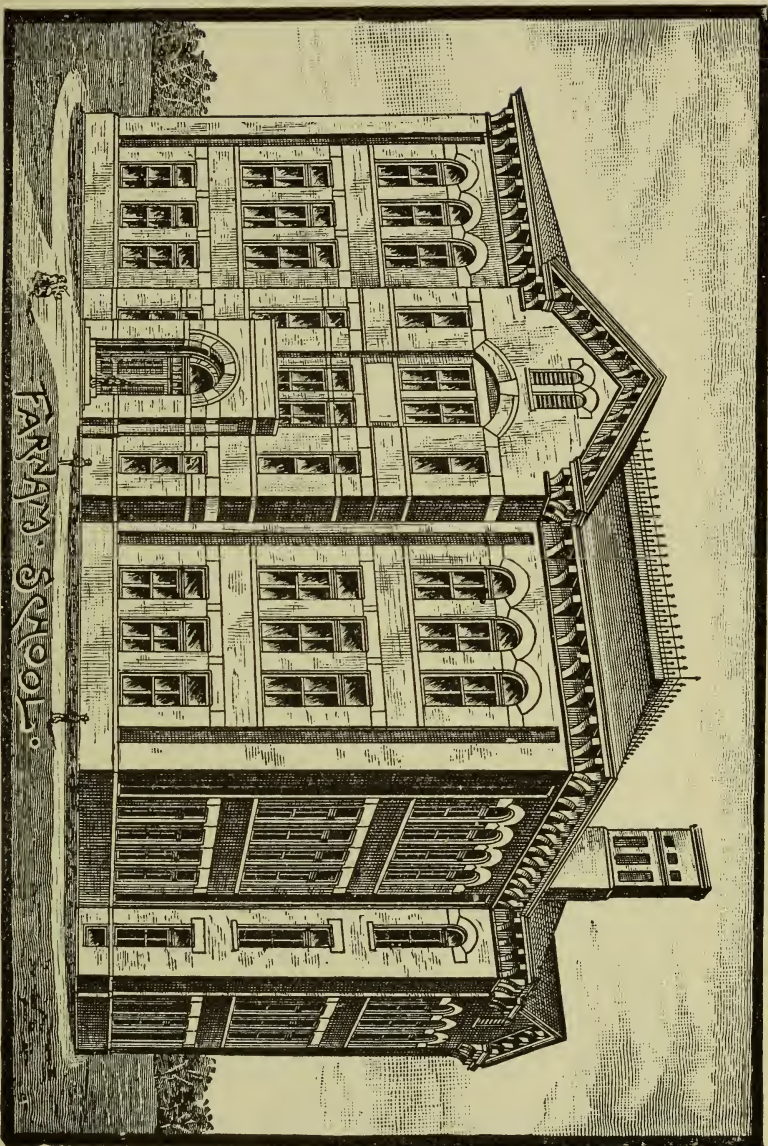
## LAKE SCHOOL.

Teachers . . . . .	\$ 4,208 81
Janitors . . . . .	625 00
Repairs . . . . .	1,175 88
Supplies . . . . .	178 72
Stationery . . . . .	9 45
Books . . . . .	604 32
Furniture . . . . .	745 75
Fuel . . . . .	465 46
Improvements . . . . .	44 88
Light . . . . .	8 70
Construction . . . . .	9,771 96
Insurance . . . . .	174 30
Rent . . . . .	50 00

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\$18,063 23





NOTE.—Castellar School was built from same plans as the above, and is the same.



## CASTELLAR SCHOOL.

Teachers . . . . .	\$ 3,905 03
Janitors . . . . .	587 00
Repairs . . . . .	210 69
Supplies . . . . .	164 94
Stationery . . . . .	2 60
Books . . . . .	462 71
Furniture . . . . .	4 50
Fuel . . . . .	319 91
Light . . . . .	7 00
	<hr/>
	\$ 5,664 38

## PARK SCHOOL.

Teachers . . . . .	\$ 934 66
Janitors . . . . .	90 00
Repairs . . . . .	25 18
Supplies . . . . .	67 88
Stationery . . . . .	2 60
Books . . . . .	157 89
Fuel . . . . .	37 50
Furniture . . . . .	1,114 50
Improvements . . . . .	1,309 19
Construction . . . . .	20,265 40
	<hr/>
	\$ 24,004 80

## OMAHA VIEW SCHOOL.

Teachers . . . . .	\$ 1,034 25
Janitors . . . . .	218 00
Repairs . . . . .	174 22
Furniture . . . . .	281 50
Fuel . . . . .	80 45
Supplies . . . . .	88 37
Books . . . . .	126 61
Stationery . . . . .	4 98
Insurance . . . . .	37 50
Rent . . . . .	19 00
Construction . . . . .	1,244 00
	<hr/>
	\$ 3,308 88

## BOARD ROOMS.

Janitor . . . . .	\$ 171 00
Rent . . . . .	540 00
Repairs . . . . .	37 28
Supplies . . . . .	88 35
Stationery and books . . . . .	14 80
Furniture . . . . .	18 00
Fuel . . . . .	75 00
Light . . . . .	193 87
	<u>\$ 1,138 30</u>

## SUPERINTENDENT'S OFFICE.

Rent . . . . .	\$ 120 00
Repairs . . . . .	32 28
Stationery . . . . .	12 40
Books . . . . .	33 24
Janitor . . . . .	38 00
Furniture . . . . .	1 00
Light . . . . .	21 75
Supplies . . . . .	651 84
	<u>\$ 910 51</u>

## MANUAL TRAINING SCHOOL.

Teachers . . . . .	\$ 1,050 00
Repairs . . . . .	42 61
Books . . . . .	6 60
Light . . . . .	60 85
Supplies . . . . .	18 65
Machinery, lumber, room, etc. . . . .	1,753 12
	<u>\$ 2,931 83</u>

## RECAPITULATION.

High school . . . . .	\$39,388 82
Central school . . . . .	12,508 75
Izard " . . . . .	16,420 32
Pacific " . . . . .	13,383 01
Pleasant " . . . . .	4,996 60
Center " . . . . .	4,824 47
Hartman " . . . . .	9,407 31
Farnam " . . . . .	10,380 82
Cass " . . . . .	10,551 74
Dodge " . . . . .	6,809 62
Jackson " . . . . .	1,885 23
Long " . . . . .	15,587 98
Leavenworth school . . . . .	12,891 59
Lake " . . . . .	18,063 23
Castellar " . . . . .	5,664 38
Board rooms . . . . .	1,138 30
Superintendent's office . . . . .	910 51
Park school . . . . .	24,004 80
Omaha View school . . . . .	3,308 88
Manual Training school . . . . .	2,931 83
Special teachers . . . . .	3,772 23
Superintendent's salary . . . . .	3,000 00
Secretary's salary . . . . .	1,375 00
Construction—board rooms city hall . . . . .	20,000 00
School sites . . . . .	34,000 00
Interest . . . . .	5,000 00
Taxes . . . . .	4,402 03
Supplementary readers . . . . .	77 50
Advertising . . . . .	737 31
Telephones . . . . .	440 05
Premiums on plans and specifications . . . . .	950 00
Committee for inspection of heat and ventilation . . . . .	450 00
Taking census . . . . .	363 82
Examining committee . . . . .	186 35
Money refunded treasurer Parkvale . . . . .	250 00
Printing superintendent's reports . . . . .	166 50
Cartage . . . . .	127 40
Express and other incidental expenses . . . . .	118 44
	<u>\$290,474 82</u>





# Superintendent's Report.







# SUPERINTENDENT'S REPORT.

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*To the Honorable Board of Education.*

GENTLEMEN :—I have the honor herewith to submit my annual report of the condition and progress of the public schools of this city for the year ending July 31, 1887, this being my fifth annual report of the schools and the fifteenth since their present organization.

I have purposely delayed the preparation of this report beyond the proper time for its presentation, in order to include in it reference to the extraordinary changes that have lately been introduced, necessitated by the great increase of territory and the opening of a large number of new schools.

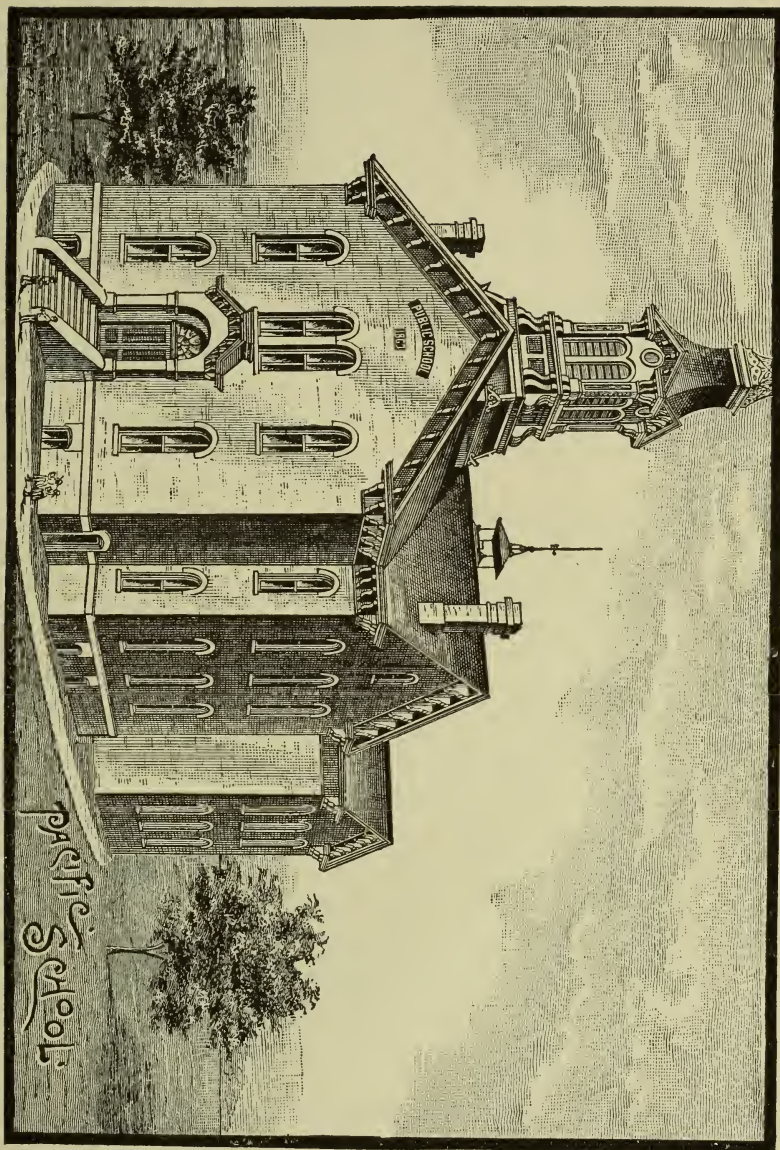
By the action of the legislature at its last session and of the city council a little later, the area of the city was increased in July to almost three times its former extent. There has thus come under the control of the Board of Education nearly sixteen square miles of new territory containing a large, though greatly scattered, population, which was, for the most part, entirely destitute of school accommodations. It has been necessary to make provision for this new territory and it seems proper that reference should be made to what has been done in the school report of the year.

The last year has been one of great material prosperity for the city. The population has increased as in no former period ; public improvements have gone forward

at an increasing rate ; private enterprise has transformed our business streets and built up the residence portions of the city as if by magic ; fortunes have been created and business thrift has been universal ; and health and comfort have maintained possession of our homes. This extraordinary outward prosperity has drawn attention to us from afar, but observation shows that such material progress does not afford the most favorable conditions for the development of educational interests. When the spirit of money getting is so widely prevalent, moral and intellectual training is liable to be forgotten. The quiet and settled community will generally take better care of its educational institutions than a rapidly growing city or a mining camp. Yet, in spite of these adverse influences, the year has been one of prosperity for the schools. That they should increase in numbers during the year beyond all precedent might be expected, but a careful examination will show that they have increased in efficiency as well. I fully believe they have never before been in as satisfactory a condition as at the present time.

#### STATISTICS.

*Enumeration.*—By reference to the tables accompanying this report it will be seen that the school population, according to the enumeration last April, was 16,497, an increase over the year before of 4,666, or nearly forty per cent. Of this increase 1,608 come from the new territory, and 3,058 are the result of the growth of population in the older parts of the city. While the suspicion may arise that the enumeration has not always been taken with sufficient care, and that the number reported in 1886 was too small, it is evident from these figures that the city is increasing in population at an unprecedented rate.







*Enrollment.*—The number enrolled in the schools the last year was 8,283, an increase over the previous year of 1,415. Whatever doubts may arise as to the correctness of the April enumeration, there can be no question as to the accuracy of the figures giving the enrollment of pupils in the schools, and these figures indicate that the last spring census was not far from correct. This increase is twice as great as that of any preceding year and is more than the enrollment in any other city in the state except Lincoln.

*Attendance.*—The average daily attendance for the year was 5,372. The previous year it was 4,700. While this is a large increase, it will be observed that it is not as large as the increase of the enrollment. For several previous years the daily attendance has increased faster than the enrollment. I am unable to satisfactorily account for the change the last year unless it is due to the long continued and wide spread prevalence of sickness during the larger portion of the year. This was so general as to cause a large number of pupils to withdraw from school and not return during the year. Measles became an epidemic, and probably not less than two thousand school children were attacked in the course of the winter and spring. In some cases the sickness proved fatal, and many children were removed permanently from the schools in consequence. The injurious effect of all this upon the school attendance was very apparent. Notwithstanding this hindrance, however, the regularity of attendance of the pupils while belonging to the schools has been better than ever before. The percentage of attendance on the number belonging was 94.4, which is the highest result ever obtained in the Omaha schools.

In this last particular there has been a steady improvement in the schools for several years. In 1882 the

attendance was 91.5 per cent. of the membership; in 1883 it was 91.8; in 1884, 93.2; in 1885, 93.9; in 1886, 94.1; and in 1887, 94.4. These gains may seem insignificant to one who has not carefully considered this subject, but it should be remembered that a gain of one per cent. on our present enrollment is rescuing enough children from truancy and other needless absence, every day in the year, to make two good schools; and the three per cent. that has been gained in the last five years would amply fill a six room building. The patient, persistent, and earnest efforts of the principals and teachers to secure this result have been commendable in the highest degree.

*Tardiness.*—Notwithstanding the larger attendance, the rate of tardiness has so diminished that an absolutely smaller number of cases has been recorded than for any former year of which any data for reckoning can be found. The total number of cases reported for the year was 5,180. This is less than one case to each pupil in attendance. A few years ago there were about five cases to each pupil.

Three years ago the Superintendent of the schools of Portland, Oregon, after a vigorous and successful warfare on poor school attendance, published in his annual report the following comparative table, showing the relative rank of twenty prominent cities in the matter of attendance and tardiness. This table is of particular interest to us because, without special regard to Omaha, it made us appear the very worst in punctuality and one of the worst in regularity of attendance. The figures are for the year of 1882-3 when the Omaha record was not as bad as it had been in some previous years.

## COMPARATIVE TABLE

*Of Attendance and Tardiness in Twenty Cities :*

CITY.	Average Daily Attendance for the Year.	Per cent. of Attendance.	Total Number of cases of Tardiness for the Year.	Average Number of cases of Tardiness to each Pupil.
1. Omaha, Neb .....	3,589	91.8	13,997	3.89
2. Denver, Col. ....	3,765	92.5	10,491	2.78
3. Worcester, Mass. ....	9,519	89.9	24,258	2.40
4. Oakland, Cal. ....	5,457	95.8	11,122	2.03
5. St. Paul, Minn. ....	4,578	93.0	8,029	1.75
6. Leavenworth, Kan. ....	2,410	93.0	4,000	1.65
7. Minneapolis, Minn. ....	6,056	93.0	9,227	1.50
8. Dayton, Ohio .....	4,948	93.1	5,936	1.31
9. New Haven, Conn. ....	9,042	94.0	11,156	1.23
10. Kansas City, Mo. ....	5,662	91.7	6,181	1.09
11. Albany, N. Y. ....	9,059	92.0	9,151	1.01
12. Hamilton, Ohio .....	1,601	95.0	1,615	1.00
13. Decatur, Ill. ....	1,556	95.0	1,552	.97
14. Columbus, Ohio .....	6,854	93.0	6,551	.95
15. Syracuse, N. Y. ....	7,124	95.0	6,406	.89
16. St. Louis, Mo .....	38,135	90.8	24,796	.64
17. Bloomington, Ill. ....	2,485	94.5	1,491	.60
18. Indianapolis, Ind .....	9,938	92.0	3,539	.36
19. Portland, Ore .....	2,779	95.9	500	.18
20. Nashville, Tenn .....	4,408	95.1	709	.16

Had our report at that time been as good as it was the last year, instead of ranking seventeenth in attendance in this list of twenty cities, and twentieth in tardiness, we should have ranked eighth in both particulars.

While our record of attendance and punctuality is not yet one on which we can look with especial pride, it has so improved that it need no longer make us ashamed. Our schools have attained to a degree of respectability in this direction that gives us an honorable rank. Until recently the rules of the Board have been so lax that they have afforded very little assistance in securing good results. What has been accomplished has been almost wholly due to the tact and earnestness of the teachers.



A rigid rule vigorously enforced might perhaps have given us much better attendance than we have now, but this would doubtless have been accompanied with much opposition and unpleasantness. But if we have been slow in securing the present results, by our more patient method, unfavorable consequences have been almost wholly avoided. We have not only escaped the hostility and ill-will of the parents, but have succeeded in securing their co-operation in almost every case. It should be our purpose to continue the efforts that have secured these results and not only maintain our excellent rank, but endeavor to improve upon the present condition of the school attendance.

#### THE HIGH SCHOOL.

The prosperity of the High School has not abated. The total enrollment for the year was 372, an increase over the preceding year of 116, or forty-five per cent. This is much the largest increase ever noted in a single year. The average attendance was 294, an increase of 78 over the previous year. The enrollment of the present term has already reached 430, which will doubtless be increased to 460 by the close of the year. This school has now attained to a size and importance that may justly be an object of pride to us all. It is much the largest institution for higher education in the state, and with only two or three exceptions, the largest west of the Mississippi river. It has reached a position where it is altogether secure from any attacks that may be made upon it. To continue to foster and encourage it should be one of the chief aims of the Board of Education.

I have called attention in former reports to the fact that the number of pupils in the Omaha high school was much smaller than in most cities of the same rank. A few years ago its relative inferiority in this particular was

much more marked than at present. The time has finally come when the school compares favorably with those of other cities in this respect. A year ago the St. Louis Society of Pedagogy published a report on this subject, in which was included a table of sufficient general interest to justify its reproduction here :

TABLE.

*Giving Statistics of City High Schools.*

CITY.	Year for which the report is given.	Total Number enrolled in all Public Schools	Boys enrolled in High Scho'ls	Girls enrolled in High Scho'ls	Total Boys and Girls Enrolled in High Scho'ls	Per cent. of total number enrolled in High Schools.
Philadelphia*.....	1883	105,424	576	1,025	1,601	1.5
Chicago.....	1883	72,509	403	1,038	1,436	1.9
St. Paul.....	1884	9,266	...	.....	233	2.5
Baltimore*.....	1884	54,778	922	1,449	2,371	4.3
Denver.....	1883	5,743	86	95	181	3.1
Columbus.....	1884	9,439	155	359	514	5.4
Albany.....	1883	13,914	203	383	586	4.2
Toledo.....	1884	8,851	...	.....	219	2.4
Milwaukee.....	1884	19,849	109	185	294	1.5
Portland, Ore.....	1884	3,864	66	123	189	4.8
Boston*.....	1883	52,724	947	918	1,865	3.5
Memphis.....	1883	4,323	11	81	92	2.1
Cleveland.....	1883	28,519	407	656	1,063	3.7
Detroit.....	1884	18,148	252	401	743	4.1
New Orleans*....	1884	20,070	80	180	260	1.3
Erie.....	1881	4,699	...	.....	201	4.0
Jersey City.....	1883	21,602	...	.....	513	2.3
Hartford.....	1884	7,428	266	337	603	8.6
Brooklyn.....	1883	64,297	88	429	517	0.8
Minneapolis.....	1884	11,730	...	.....	204	1.7
New Haven.....	1884	13,320	...	.....	637	4.9
Omaha.....	1884	5,876	54	118	172	2.9
Atlanta*.....	1885	5,475	97	266	363	7.2
Kansas City.....	1884	9,723	116	225	341	3.4
Rochester.....	1884	14,561	...	.....	427	2.8
St. Louis.....	1883	54,960	212	637	849	1.5
San Francisco*...	1884	41,942	526	850	1,376	3.3

\*Boys and Girls in separate schools.

The last year the High School pupils in Omaha were four and one-half per cent. of the total enrollment,—a rate that is surpassed by only five of the twenty-seven cities given in the above table. As nearly as can be estimated at this time the rate of the present year will not differ much from that of the last.

At the close of the year a class of thirty was graduated from this school, which is much the largest number in its history. In 1886 there were eighteen graduates; in 1885, twenty; in 1884, ten; in 1883, only seven. All the classes previous to 1883 were small.

The following are the names of the graduates of 1887:

John Ahlquist,  
Mabel Balcombe,  
Iowa Ball,  
Nellie Bauserman,  
Amelia Blumve,  
Harry L. Bonner,  
J. W. Broatch,  
Belle L. Cox,  
Augustus K. Detwiler,  
Rose Donahue,  
Emily Dorn,  
Enoch J. Ellison,  
Jeannette B. Gibbs,  
Clara Griffin,  
I. Harris,

Carrie C. Howell,  
Carrie House,  
Bertha Leisenring,  
Mary Ludington,  
Anna N. McCague,  
Nello Moyer,  
Ben Nelson,  
M. Alta Peacock,  
Victor S. Rosewater,  
Sadie Schlesinger,  
Lou Shropshire,  
Leonard C. Strang,  
Vena Wells,  
Etta Whitney,  
Minnie Woodman,

#### PROGRESS IN STUDY.

I have thus far spoken chiefly of the outward growth and material prosperity of the schools. These have been so remarkable as to demand a large share of our attention; but the year has been one of substantial progress in the higher regions of school work. This may be inferred to some extent from the statistics already given, as in an intelligent community the schools are not likely to strengthen their hold on the public mind without maintaining a high standard of excellence and improving

from year to year. This must be the case in an uncommon degree when no special efforts are made to win public favor beyond an honest and earnest effort to do good work. The success of the graduates of our High School in higher institutions of learning has done much to give this school a good reputation. The work done in it, in every department, is of excellent quality. The breadth and thoroughness of the instruction given is equal to that of the best high schools of the country.

The work in the lower grades is equally gratifying. Were it otherwise the success of the High School would not be possible, as it would be difficult to maintain a high standard in this department if the preliminary training was defective. The grade meetings of the year were held with more regularity than formerly, and they have invariably proved interesting and profitable. It is unnecessary to speak particularly of what has been done in the several branches of study, or of the work of the regular or special teachers, but I believe that in no year has more satisfactory progress been made.

It is quite evident, I think, that we have now reached a time when there is room for a special teacher of penmanship. The number of teachers has so increased that one person cannot efficiently supervise the work of both penmanship and drawing, and it would be better if the drawing teacher could give the entire time to the one subject. With the present corps of teachers there is quite enough to do to keep one person well employed in each of these branches.

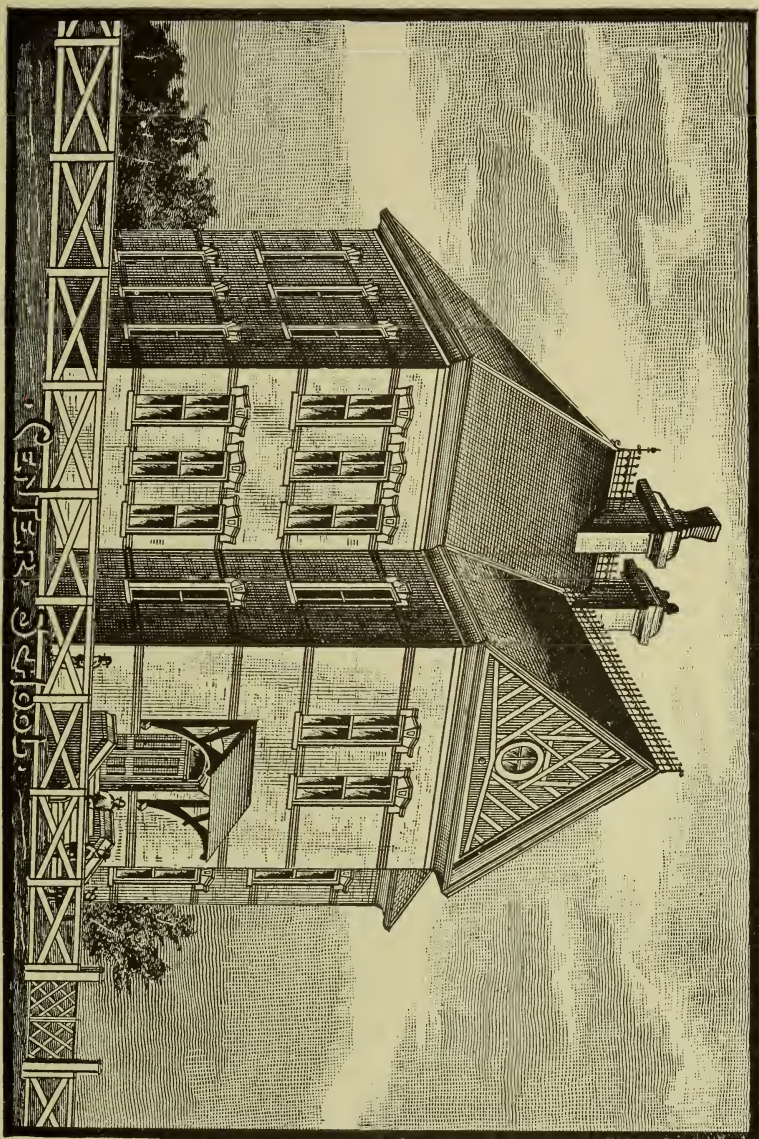
#### DISCIPLINE.

The subject of discipline presents one of the most difficult problems in school economy. It is no easy matter to control fifty children of diverse dispositions and

altogether different training. Some come to school having already been taught the lesson of obedience, while others know nothing of restraint. Some come from homes where the best influences prevail, while others are reared in the abodes of vice. To successfully control such a mixed company requires superior ability. Sometimes by the exercise of force a school may be made sufficiently quiet when the influence of the discipline, so far as its true aim is concerned, is only evil. No matter how orderly or well behaved a school may appear, unless the influence tends to establishing strong and noble character, it is objectionable. To keep children quiet in their seats and to move them into the school room and out of it in an orderly manner is something, but it is a small achievement compared with making them love truth and virtue, and exhibit honorable conduct and right motives of action. It cannot be said that there are enough teachers who can secure the lower ends of discipline; the number who can reach the higher results is unquestionably too small. While none but the scholar can impart scholarship, no one but the possessor of real virtue can succeed in the moral training of the young. Although firmness and dignity are qualities essential to all successful discipline, the highest results can only be obtained where there is an exhibition of strong moral qualities.

I do not mean to underrate the lower aims of school discipline. It is no easy matter to keep a school in order, to hold the attention of all the children to their work, and to maintain such quiet and decorum as to make the school room a suitable place for study, and cause the habits begotten there to become a valuable part of the outfit of life. So difficult is this work that large numbers of those who undertake teaching are unable to accomplish it successfully, and more frequent failures oc-









cur in this direction than any other. The failure to govern well is no worse than many others, but it is much sooner and more plainly apparent. A school may be well governed but poorly taught, but no school can be well taught that is badly governed. It may be to no purpose that lessons are carefully prepared and correctly given, for there can be no instruction where the children do not give heed. A school is not necessarily a good one because it is in good order; but one who cannot keep a school in order cannot teach.

The means of securing this control have been much discussed. The chief agency is the dignity, self-control and strength of will of the teacher. When these qualities exist in a high degree there is little difficulty. Many believe that punishments exert a large influence in the control of the young and especially in the government of a school. Much has been written on this subject and the amount and kinds of punishment, in the minds of some teachers, have been reduced to a kind of system. But there is good reason for doubting whether punishments exert much corrective influence. It is certain that rough physical punishments, including the use of the rod, are liable to do more harm than good. I am convinced that no one who can control a school without corporal punishment would govern any better with it, and where the school authorities maintain the proper attitude, those teachers who have been accustomed to use the rod, can do equally well without it.

I am led to these observations by a somewhat fruitful experience during the time of my connection with the schools of this city. When I first made their acquaintance corporal punishment was a frequent occurrence. It had existed in the schools since their first organization, and it was occasionally resorted to by almost every teacher.

While punishment was seldom if ever excessive, most parents openly resented its infliction upon their own children. For them to complain to school officials, or make their protest in the daily newspapers was not uncommon. If there was any innate virtue in the punishment, this of course did much to neutralize it. A general movement began five years ago to decrease the number of cases of corporal punishment. This resulted in reducing these cases from sixty a month to twenty; then to ten; next to less than five, and finally to none at all. During the last two years the rod has been no factor in the government of the schools.

During all this time the discipline of the schools has steadily improved. In proportion as corporal punishment has diminished, the ease and efficiency of the control has increased. The opinion seems universal that good order and the spirit of obedience were never so well established before. Along with this condition of order has come much more harmonious relations between teachers and parents than existed under the old regime. The rod has not been forbidden, but it has been discouraged. In extreme cases teachers have been requested to consult with the superintendent with the greatest freedom, and there has been a constant effort to throw the responsibility of the children's deportment upon their parents. The success of our experiment has been due to the good judgment and tact of the teachers, the firm and consistent attitude of the Board of Education and the willingness of the parents to assume this responsibility. In a few cases,—probably less than a dozen in all,—where parents have neglected to do their part, refractory children have been excluded from school for a limited time. As a corrective influence this has been found very effective. It has secured better conduct on the part of the offending pupils and led their parents to exercise

greater watchfulness over their deportment. The effect on the school has invariably been excellent.

I am aware that I have gone over the ground of this discussion of the subject of discipline in former reports, but I have felt justified in giving it so much attention at this time because it seems that we have reached a point finally when the subject should be dismissed. So far as I can now see there need be no recurrence hereafter to the practice of corporal punishment in any of the schools. And there is no reason why the teacher's control should not become stronger year by year.

#### SCHOOL ACCOMMODATIONS.

At the present time there are thirty-one distinct schools under the care of the Board of Education. They vary in size from schools of a single room to groups of fourteen rooms. In some cases all of them are in a single building; in others they are in groups of buildings varying in number from two to five. In the High School building there are two entirely distinct schools,—the High and the Central,—each having its own principal and an entirely separate line of work. It is evident that it would be better to have all the departments of a school under the same roof. The present condition of things has been due to the rapid growth of the city. When several of our buildings were erected it was supposed that they would be sufficiently large for many years to come, but the increase of population has made it necessary to add room after room till the present groups of buildings are the result. It is now apparent that buildings as small as those erected heretofore should not be put up except in special cases, mainly in the suburbs. There is hardly a school between Vinton and Lake streets that would not be better accommodated in a

building of at least twelve rooms, and ultimately it will be found that in all the more thickly settled parts of the city larger buildings will be found necessary. Some that we now have will probably be enlarged; others torn down or sold and their places supplied by more ample structures. In the future, new buildings are likely to be planned on a larger scale, so that very soon we shall find ourselves doing like other large cities and giving our children instruction in school houses of from twelve to twenty rooms.

It appears from the tabular statement (page 45), which shows the number of rooms owned or controlled by the Board of Education, that twelve school rooms were added to the city by the late annexation of territory. This was about half the room this territory required, but by the erection of several small buildings, and renting in certain localities, ample provision has been made for the present needs as well as for the wants of the immediate future.

The number of additional rooms constructed during the last school year is greater than in any former equal period. Since the present year began a still larger number has been added. Many of these are in small two-room, wooden buildings which, though not costly or attractive in appearance, are very commodious and of such a character as to make it possible to construct them in a very short time. Probably no better means of affording temporary relief could be devised. Houses of this kind can be removed to other locations when it becomes necessary to supply their places with larger and more substantial structures, or they can be sold for remodeling into dwellings. While the necessities of the case have compelled the construction of these temporary buildings, it cannot be denied that something more durable will in the end give better satisfaction, and it is desirable that no more of these small buildings shall be erected than are absolutely necessary.

TABLE.

*Showing the present School accommodations.*

SCHOOLS.	Number of rooms owned by the Board in August, 1886.	New rooms added dur- ing the year 1886-7.	New rooms added since August 1, 1887.	Rooms owned by the Board but not now used.	Rooms gained by an- nexation of territory.	Rented rooms now in use.	Total number rooms controlled by the Board.
High.....	22	.....	.....	.....	.....	.....	22
Ambler.....	.....	.....	2	1	.....	.....	2
Bancroft.....	.....	.....	2	.....	.....	.....	2
Cass.....	10	.....	.....	.....	.....	.....	10
Castellar.....	8	.....	.....	.....	.....	.....	8
Center.....	4	.....	2	.....	.....	.....	6
Central.....	8	.....	.....	.....	.....	.....	8
Central Park.....	.....	.....	.....	.....	2	.....	2
Davenport.....	.....	.....	2	1	.....	.....	2
Dodge.....	8	.....	.....	2	.....	.....	8
Dupont.....	.....	.....	.....	.....	4	.....	4
Eckerman.....	.....	.....	.....	.....	1	.....	1
Farnam.....	10	.....	.....	1	.....	.....	10
Forest.....	.....	.....	2	.....	.....	.....	2
Franklin.....	.....	.....	2	.....	.....	.....	2
Hartman.....	10	.....	.....	.....	.....	.....	10
Hickory.....	.....	.....	2	.....	.....	.....	2
Izard.....	15	.....	.....	1*	.....	.....	15
Jackson.....	2	.....	.....	.....	.....	.....	2
Lake.....	3	5	4	1	.....	2	13
Leavenworth.....	11	2	.....	1*	.....	.....	13
Long.....	12	2	2	2*	.....	.....	16
Omaha View.....	.....	2	2	.....	.....	.....	4
Pacific.....	8	.....	.....	.....	.....	4	12
Park.....	.....	8	.....	.....	.....	.....	8
Paul.....	.....	.....	4	.....	.....	.....	4
Pleasant.....	5	.....	.....	.....	.....	.....	5
Saratoga.....	.....	.....	.....	.....	2	.....	2
Vinton.....	.....	.....	.....	.....	2	.....	2
Walnut Hill.....	.....	.....	.....	.....	1	3	4
West Omaha.....	.....	.....	.....	.....	.....	1	1
West Side.....	.....	.....	2	2	.....	.....	2
Total.....	136	19	28	12	12	10	204

\*Basement rooms.



Of the two hundred and four school rooms now under the control of the Board of Education, twenty-eight are in the new territory all but four of which are now occupied. Ten of these two hundred and four rooms are rented, the others owned by the Board; sixty are in wooden and one hundred and forty-four in brick buildings; and twelve, including four basement rooms, are not at present occupied.

With the growth of the city the rate of increase in population does not diminish, and there is no indication that this will occur for some time to come. In the last few years the annual increase has been such as to demand a large number of new teachers and a corresponding amount of school room. It is not easy to say just how many will be required, but it is evident that while the present prosperity of the city continues it will be necessary to provide each year from twenty to forty additional school rooms.

#### MANUAL TRAINING.

Probably no feature of our work has been the subject of so much inquiry the last year as the industrial work in the High School. This department of education has come to occupy a large share of the public attention. At the present time many schools of the higher grades are assisting in working out the problem of the education of the eye and hand, by the establishment of workshops in connection with the schools, and many letters have been received making inquiry as to the results of the work here. It is to be regretted that the success of the school was so much interfered with by the failure to get the machinery for turning ready for use in proper time. One delay after another intervened till the year was far advanced before this division of the work was begun, and as might be expected the results were very un-

satisfactory. Many who had taken the work in carpentry the previous year, became discouraged by the delays, and making other arrangements for their unoccupied time, abandoned the manual training work permanently. Others feeling that this line of work was not likely to be a success, were reluctant to enter upon it. Nevertheless, there was a fair sized class, and under the circumstances, a commendable degree of enthusiasm. With the very complete arrangements now made for carpentry and turning, the school has as good facilities as it can reasonably demand, and it is rallying as rapidly as possible from the misfortunes of last year.

It seems quite safe to say that nothing has yet developed in the history of the school to lead anyone to question the practicability of giving this kind of instruction in connection with a regular High School course. The progress made in the use of tools is remarkable, and many of the advantages claimed for this kind of instruction are apparent. Its tendency is to make boys more practical; to lead them to place a higher estimate on industrial pursuits; and to induce them to remain in school for a longer period. During the last year a few resolute girls took this course with good results. The progress they have made in the use of the tools of the carpenter's shop has been little, if any, inferior to that of the boys.

It is evident that to continue the manual training in the school as an extra branch, requiring, as we have, that those who take it shall do the full amount of academic work, is putting it at a disadvantage which, after the novelty was gone, would make it unpopular. It has, accordingly, been thought best to arrange certain high school courses, in which work done in this department shall be held as equivalent to certain academic branches, and shall be so considered in making up the requirements

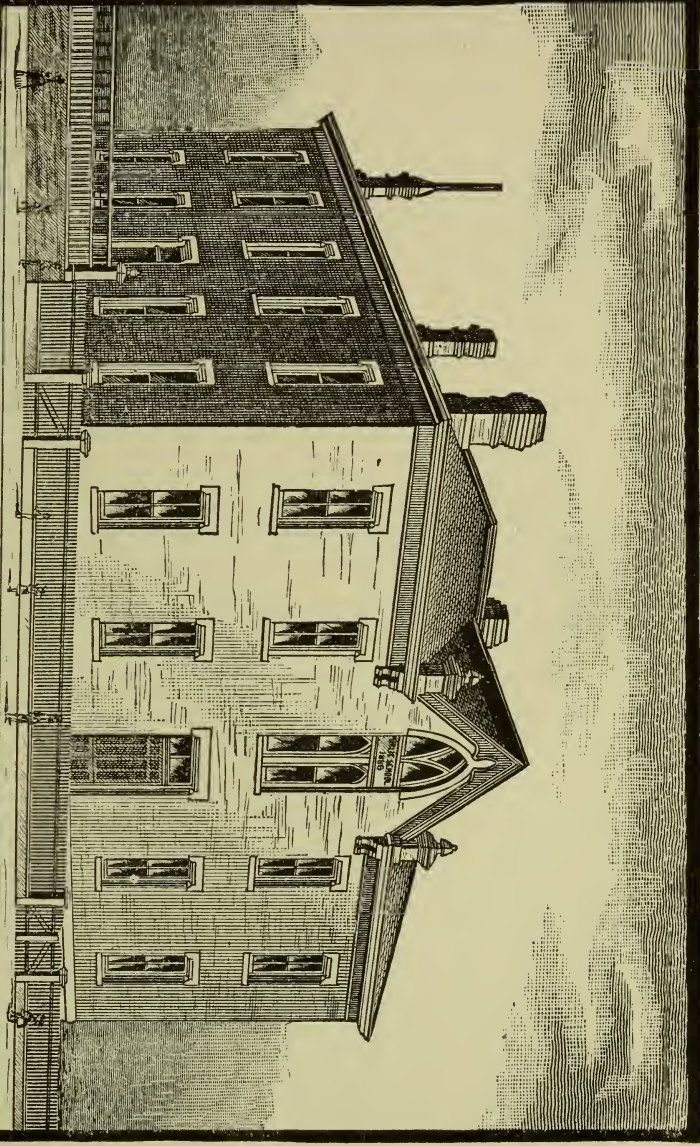


for graduation. It is hoped by this means the manual training school may be put upon a better basis and be made permanently and successfully a part of our public school system.

#### BUSINESS EDUCATION.

For many years a business course of instruction of a very mild character has been maintained in the High School. It consisted of a very simple course in book-keeping, penmanship and higher arithmetic. The instruction was given by one of the High School teachers, who, had received no especial training for this kind of work. At the best this could be considered as only a pretense of a business course. But in obedience to a general demand the Board has, the last year, arranged a more complete course of business instruction, which is substantially a commercial department. It includes not only penmanship, bookkeeping and commercial arithmetic, which are taught with far more thoroughness than formerly, but also stenography and commercial law. This course now occupies as much time as is given to these subjects in the best business colleges. It may be completed in a single year, or it may be continued through four years, being taken in connection with other courses of the school. Under the very competent teacher in charge, who has had practical experience in teaching in business schools, as well as in commercial and professional life, we may justly look for excellent results in this line of work. That such a course would be popular might be expected. It is also hoped that this course will have a tendency to draw many into the High School who, regarding the ordinary instruction given there as of no practical value, would leave the schools with the completion of the Eighth Grade or even earlier. This has been one of the claims set up for industrial

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training, and our experience has seemed to justify the theory. It is not unreasonable to expect as good results from a well conducted commercial department.

#### FREE TEXT-BOOKS.

Although the Board has for more than a year furnished text-books free to all the pupils attending the public schools, the time has not yet been long enough to fully test the value of the experiment. It is, however, proper at this time to notice the results as far as they are apparent. It was predicted, at the outset, by the friends of this measure, that its adoption would greatly increase the number of pupils who would attend school. This was claimed on the ground that the cost of text-books was so great a burden to many poor families that they were virtually deprived of the benefits of the schools, and that the provision, which had existed before, of loaning books to needy pupils on application, failed to meet the difficulty, as all such were put in the attitude of paupers by availing themselves of the provisions of the rule. To what extent the increased registration last year, especially in the High School, is due to the free text-book system, I am unable to say, but its friends have the opportunity of claiming that their predictions have been verified. That the average attendance has fallen short of the total enrollment more than in former years, as has already been stated, would seem to support this claim.

But the system has presented certain advantages of which there can be no question. The promptness with which all the pupils can be supplied without reference to temporary pecuniary lacks at home, has been of great benefit. To have made the schools entirely free to the poor as well as the rich, has also been an advantage. It



is also evident that a larger share of books now used in the schools can be made to serve successive classes of pupils, which will prove an economical measure of no small importance. But the chief benefit derived from the introduction of free text-books, so far as I am able to see at this time, is that a much larger amount of reading matter can be obtained at no additional cost. This is an advantage which, as yet, we have only begun to realize. With the present arrangement a large variety of books for supplementary reading can be purchased at no extra outlay, as, while books of this character are being used, the regular readers are preserved for future classes. These readers can be passed from school to school without difficulty, so that a comparatively small number of books can easily be made to supply several classes. To require all the pupils to purchase this reading matter, as it is needed, would be very difficult or quite impossible. But with the present plan, children from every rank of society can enjoy all the advantages in this line that would otherwise come only within the province of the rich, or at most, those to whom the purchase of books involves no hardship.

#### SUPERVISION.

The change made at the opening of the present year, whereby the duties and responsibilities of the principals have been enlarged, is promising excellent results. Instead of limiting their supervision, as heretofore, to the assignment of new pupils, the orderly condition of the premises, and the ordering of supplies, they have this year devoted several hours each week to the methods of instruction employed by the teachers under their charge, and have endeavored, as far as possible, to make themselves familiar with the details of the work in every room. This change had become necessary on account of the

large increase in the number of schools. Previous to this arrangement, with the care of the instruction left exclusively to the Superintendent, the schools were suffering for want of supervision. But there is good reason to hope that the principals working under the direction of the Superintendent will be able to give them all the attention they will need.

While this is a comparatively new line of work to some of the principals, I am much gratified with the progress that has been made thus far. I should not do my duty if I did not commend them for the conscientious and earnest spirit which they have brought to their work, and for the rare tact and good judgment they have invariably shown in the discharge of the difficult duties of their office. It is not possible to estimate how much of the success of the schools is due to their untiring efforts.

#### CONCLUSION.

I would not neglect this opportunity of expressing my appreciation of the ability and fidelity of the teachers; the good will and encouragement so freely offered by the public; and especially for the uniform kindness and support of you, the gentlemen of the Board of Education. In this feeling of gratitude to the Board for earnest and unswerving friendship I know that I am joined by the entire body of the teachers. The burden of our difficult work is lightened when the feeling prevails that on your part there is a generous and intelligent appreciation of our efforts.

Respectfully submitted,

HENRY M. JAMES,  
Superintendent.

TABLE I.

*Showing the enumeration of the Omaha school youth according to the census of 1887.*

WARDS.	Males.	Females.	Total.
First.....	1,538	1,604	3,142
Second.....	1,744	1,681	3,425
Third.....	317	324	641
Fourth.....	898	1,073	1,971
Fifth.....	1,057	1,048	2,105
Sixth.....	1,763	1,842	3,605
Territory added to the city by annexation in the spring of 1887.....	816	792	1,608
Total.....	8,133	8,364	16,497

TABLE II.

*Showing the whole number of pupils registered in the Schools from September 1, 1886, to June 30, 1887.*

SCHOOLS.	Boys.	Girls.	Total.
High.....	136	236	372
Cass.....	271	296	567
Castellar.....	246	173	419
Center.....	144	179	323
Central.....	301	317	618
Dodge.....	179	158	337
Farnam.....	305	309	614
Hartman.....	301	302	603
Izard.....	456	492	948
Jackson.....	57	55	112
Lake.....	235	218	453
Leavenworth.....	336	355	691
Long.....	439	451	890
Omaha View.....	69	73	142
Pacific.....	337	356	693
Park.....	125	121	246
Pleasant.....	109	146	255
Total.....	4,046	4,237	8,283



TABLE III.

*Showing the whole number of pupils permanently withdrawn from Schools before the close of the year.*

SCHOOLS.	Boys.	Girls.	Total.
High.....	34	69	103
Cass.....	91	100	191
Castellar.....	104	57	161
Center.....	40	50	90
Central.....	87	71	158
Dodge.....	86	56	142
Farnam.....	128	90	218
Hartman.....	114	96	210
Izard.....	196	167	363
Jackson.....	23	29	52
Lake.....	87	59	146
Leavenworth.....	95	109	204
Long.....	124	112	236
Omaha View.....	18	18	36
Pacific.....	120	120	240
Park.....	15	12	27
Pleasant.....	27	39	66
Total.....	1,389	1,254	2,643

TABLE IV.

*Showing the number of pupils remaining in School at the close of the year.*

SCHOOLS.	Boys.	Girls.	Total.
High.....	102	167	269
Cass.....	180	196	376
Castellar.....	142	116	258
Center.....	104	129	233
Central.....	214	246	460
Dodge.....	93	102	195
Farnam.....	177	219	396
Hartman.....	187	206	393
Izard.....	260	325	585
Jackson.....	34	26	60
Lake.....	148	159	307
Leavenworth.....	241	246	487
Long.....	315	339	654
Omaha View.....	51	55	106
Pacific.....	217	236	453
Park.....	110	109	219
Pleasant.....	82	107	189
Total.....	2,657	2,983	5,640

TABLE V.

*Showing the average number of pupils belonging to the Schools for the year 1886-87.*

SCHOOLS.	Boys.	Girls.	Total.
High .....	115.1	195.1	310.2
Cass .....	189.6	206.6	396.2
Castellar.....	154.7	106.5	261.2
Center.....	82.3	103.5	185.8
Central.....	213.4	243.6	457.0
Dodge.....	116.5	105.1	221.6
Farnam.....	197.9	215.1	413.0
Hartman .....	186.4	201.9	388.3
Izard .....	310.7	353.3	664.0
Jackson.....	33.1	22.4	55.5
Lake .....	170.4	166.8	337.2
Leavenworth .....	230.1	250.7	480.8
Long .....	307.3	317.5	624.8
Omaha View.....	39.7	47.8	87.5
Pacific.....	229.1	247.6	476.7
Park .....	76.0	69.9	145.9
Pleasant.....	77.5	104.1	181.6
Total.....	2,729.8	2,957.5	5,687.3

TABLE VI.

*Showing the average daily attendance in all the Schools for the year 1886-87.*

SCHOOLS.	Boys.	Girls.	Total.
High .....	111.3	182.4	293.7
Cass.....	180.3	195.8	376.1
Castellar.....	144.7	100.5	245.2
Center.....	77.9	96.9	174.8
Central.....	201.3	229.2	430.5
Dodge.....	109.7	98.2	207.9
Farnam.....	188.4	205.7	394.1
Hartman.....	176.8	187.6	364.4
Izard .....	292.9	332.7	625.6
Jackson.....	31.1	20.8	51.9
Lake .....	160.4	156.1	316.5
Leavenworth .....	217.7	238.3	456.0
Long.....	292.2	301.8	594.0
Omaha View.....	37.6	45.8	83.4
Pacific.....	215.7	231.5	447.2
Park .....	71.9	65.2	137.1
Pleasant.....	74.5	98.9	173.4
Total.....	2,584.4	2,787.4	5,371.8

TABLE VII.

*Showing what per cent. of the number belonging were present in School.*

SCHOOLS.	Boys.	Girls.	Total.
High .....	96.7	93.4	94.6
Cass.....	95.1	94.6	94.9
Castellar.....	92.8	94.3	93.8
Center.....	94.6	93.6	94.0
Central .....	94.3	94.0	94.2
Dodge.....	94.2	93.4	93.8
Farnam.....	95.2	95.6	95.4
Hartman.....	94.8	92.9	93.8
Izard.....	94.3	94.2	94.2
Jackson.....	93.9	92.8	93.5
Lake .....	94.1	93.5	93.8
Leavenworth .....	94.6	95.0	94.8
Long.....	95.1	95.1	95.1
Omaha View .....	94.7	95.7	95.3
Pacific.....	94.5	93.5	93.8
Park.....	94.6	93.2	93.9
Pleasant.....	96.1	95.0	95.5
Total.....	94.7	94.2	94.4

TABLE VIII.

*Showing the average daily absence in all the Schools for the year 1886-87.*

SCHOOLS.	Boys.	Girls.	Total.
High .....	3.8	12.7	16.5
Cass.....	9.3	10.8	20.1
Castellar .....	10.0	6.0	16.0
Center.....	4.4	6.6	11.0
Central .....	12.1	14.4	26.5
Dodge.....	6.8	6.9	13.7
Farnam.....	9.5	9.4	18.9
Hartman .....	9.6	14.3	23.9
Izard .....	17.8	20.6	38.4
Jackson.....	2.0	1.6	3.6
Lake .....	10.0	10.7	20.7
Leavenworth .....	12.4	12.4	24.8
Long.....	15.1	15.7	30.8
Omaha View .....	2.1	2.0	4.1
Pacific.....	13.4	16.1	29.5
Park .....	4.1	4.7	8.8
Pleasant.....	3.0	5.2	8.2
Total.....	145.4	170.1	315.5

TABLE IX.

*Showing the number of cases of tardiness in the Schools during the year 1886-7.*

SCHOOLS.	Boys.	Girls.	Total.
High.....	199	626	825
Cass.....	230	173	403
Castellar.....	143	91	234
Center.....	42	38	80
Central.....	175	149	324
Dodge.....	144	98	242
Farnam.....	118	82	200
Hartman.....	152	154	306
Izard.....	340	315	655
Jackson.....	17	11	28
Lake.....	144	109	253
Leavenworth.....	263	171	434
Long.....	232	146	378
Omaha View.....	18	22	40
Pacific.....	270	240	510
Park.....	84	63	147
Pleasant.....	50	71	121
Total.....	2,621	2,559	5,180

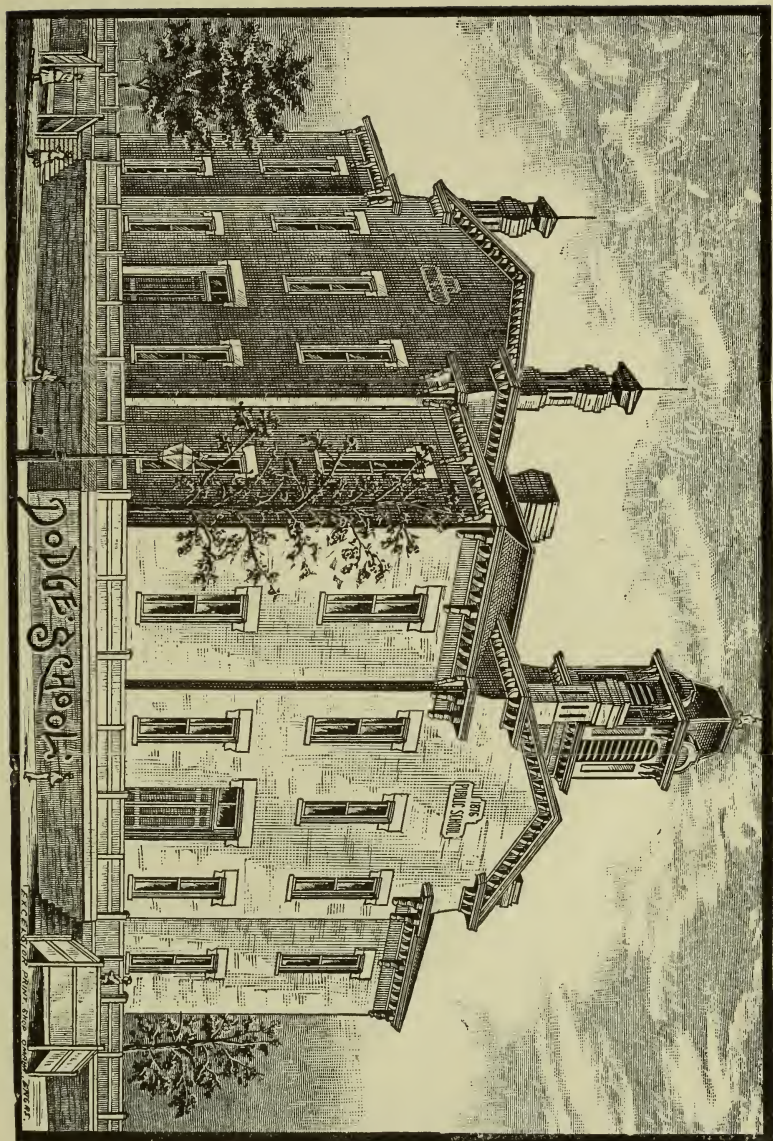








TABLE X.

*Comparative statement showing the number of cases of tardiness in all the Schools for the last six years.*

SCHOOLS.	1881-2	1882-3	1883-4	1884-5	1885-6	1886-7
High.....	920	1,329	794	681	845	825
Cass.....	1,244	1,061	656	537	459	403
Castellar.....					112	234
Center (Hascall).....	169	761	559	402	115	80
Central.....	3,511	2,509	1,408	978	351	324
Dodge.....	1,213	1,170	494	463	357	242
Farnam (Douglas).....				15	298	200
Hartman.....	1,060	1,269	517	439	331	306
Izard.....	3,341	3,411	1,051	667	422	655
Jackson.....	211	158	67	54	46	28
Lake.....	512	343	240	160	209	253
Leavenworth.....			206	661	586	434
Long.....			187	441	428	378
Omaha View.....						40
Pacific.....	781	962	678	600	476	510
Park.....						147
Pleasant.....	465	1,024	536	346	300	121
Total.....	13,427	13,997	7,393	6,444	5,335	5,180
Number of cases to each 100 pupils in daily attendance..	462	389	192	151	113	96

TABLE XI.

*Showing the number of pupils registered in the High School Grades and the average age in each grade.*

SCHOOLS.	12TH GRADE.		11TH GRADE.		10TH GRADE.		9TH GRADE.		Whole Number registered in High School Grades.
	No. Register'd	Average Age.	No. Register'd	Average Age.	No. Register'd	Average Age.	No. Register'd	Average Age.	
High.....	30	17.0	43	16.4	110	15.6	181	14.9	372

TABLE XII.

*Showing the number of pupils registered in the Grammar Grades and the average age in each grade.*

SCHOOLS.	8TH GRADE.		7TH GRADE.		6TH GRADE.		5TH GRADE.		Whole Number Registered in Gram. Grades
	No. Register'd	Average Age.	No. Register'd	Average Age.	No. Register'd	Average Age.	No. Register'd	Average Age.	
Cass.....			12	13.2	49	12.7	45	11.7	106
Castellar.....			12	14.0	34	13.7	36	11.8	82
Center.....							39	11.2	39
Central.....	107	14.0	64	13.4	79	12.4	103	11.0	353
Dodge.....			6	13.0	29	12.4	31	11.4	66
Farnam.....	39	13.9	50	13.3	83	12.5	62	11.3	234
Hartman.....			13	13.4	34	12.3	62	11.2	99
Izard.....	78	14.1	111	13.6	77	12.7	110	11.7	376
Lake.....					45	12.2	44	11.4	89
Leavenworth.....			59	13.3	83	12.1	84	11.5	226
Long.....			25	13.6	84	11.8	80	11.7	189
Omaha View.....							20	11.6	20
Pacific.....	26	14.1	37	13.8	83	12.4	54	11.9	200
Pleasant.....							25	10.4	25
Total Gram. Grades.	250	14.1	389	13.5	680	12.6	795	11.4	2,104

TABLE XIII.

*Showing the number of pupils registered in the Primary Grades and the average age in each grade.*

SCHOOLS.	4TH GRADE		3D GRADE		2D GRADE		1ST GRADE		Whole No. registered in primary grades.
	No. registered.	Average age.	No. registered.	Average age.	No. registered.	Average age.	No. registered.	Average age.	
Cass .....	111	10.7	80	9.3	120	8.4	150	6.6	461
Castellar .....	91	10.9	46	9.6	71	8.8	129	6.5	337
Center .....	56	9.9	51	9.0	72	7.9	105	6.5	284
Central .....	65	9.6	59	8.7	54	7.7	87	6.5	265
Dodge .....	41	10.6	75	10.2	29	9.5	126	7.4	271
Farnam .....	87	11.0	76	10.3	94	8.5	123	6.8	380
Hartman .....	94	10.8	89	9.7	128	8.6	183	7.0	494
Izard .....	100	11.1	123	9.5	120	8.8	229	6.6	572
Jackson .....	...	...	...	...	28	8.0	84	6.1	112
Lake .....	90	10.9	94	9.4	83	7.7	97	6.7	364
Leavenworth .....	122	10.7	108	9.5	79	8.7	156	6.9	465
Long .....	172	10.9	121	9.3	137	8.4	271	6.6	701
Omaha View .....	21	10.0	15	9.4	23	8.0	63	6.7	122
Pacific .....	104	10.7	108	8.5	68	8.7	213	6.9	493
Park .....	50	10.3	50	9.5	37	8.7	109	6.5	246
Pleasant .....	42	10.1	53	8.9	37	8.3	98	6.7	230
Total primary grades.....	1246	10.7	1148	9.4	1180	8.5	2223	6.7	5797

TABLE XIV.

*Showing the character of the attendance of the boys in all the Schools for the year 1886-87.*

SCHOOLS.	Number present the entire year.										Total No. boys enrolled.
	Number present 180 days but not the entire year.	Number present 160 days but not 180.	Number present 140 days but not 160.	Number present 120 days but not 140.	Number present 100 days but not 120.	Number present 80 days but not 100.	Number present 60 days but not 80.	Number present 40 days but not 60.	Number present 20 days but not 40.	Number present less than 20 days.	
High .....	11	59	25	8	10	3	6	4	2	4	136
Cass .....	7	59	62	20	20	19	17	11	23	20	271
Castellar .....	1	24	57	21	22	15	9	19	30	30	246
Center .....	2	34	17	16	15	8	14	4	18	12	144
Central .....	4	83	56	23	18	26	10	15	22	19	301
Dodge .....	3	38	23	8	7	12	12	12	23	19	179
Farnam .....	1	68	43	19	28	21	13	19	45	21	305
Hartman .....	2	72	52	16	18	12	24	15	44	24	301
Izard .....	9	108	78	37	22	28	27	36	62	27	456
Jackson .....	0	7	9	3	1	7	4	2	7	4	57
Lake .....	8	13	63	26	26	20	19	17	17	18	235
Leavenworth .....	11	82	61	21	27	21	20	18	36	21	336
Long .....	15	110	87	37	37	25	19	30	38	20	439
Omaha View .....	1	11	5	9	5	4	4	7	8	9	69
Pacific .....	5	80	65	20	23	21	21	34	25	30	337
Park .....	1	20	18	18	7	5	7	2	30	13	125
Pleasant .....	3	34	19	9	6	4	2	4	16	8	109
Total .....	90	902	745	321	292	251	228	249	446	299	4046

TABLE XV.

*Showing the character of the attendance of the girls in all the Schools for the year 1886-87.*

SCHOOLS.	Number present the entire year.										Total No. girls enrolled.	
	Number present 180 days but not the entire year.	Number present 160 days but not 180.	Number present 140 days but not 160.	Number present 120 days but not 140.	Number present 100 days but not 120.	Number present 80 days but not 100.	Number present 60 days but not 80.	Number present 40 days but not 60.	Number present 20 days but not 40.	Number present less than 20 days.		
High .....	6	79	54	28	14	14	8	7	10	11	5	236
Cass. ....	5	62	58	29	29	18	16	19	31	17	12	296
Castellar.....	0	22	36	14	17	9	6	15	20	24	10	173
Center .....	3	34	31	11	9	9	18	11	27	18	8	179
Central .....	10	79	72	36	30	19	15	9	20	15	12	317
Dodge .....	3	25	32	15	12	17	6	8	12	16	12	158
Farnam .....	6	86	41	24	30	28	16	9	30	19	20	309
Hartman.....	4	68	61	20	21	23	16	11	37	22	19	302
Izard .....	5	124	92	52	41	25	32	29	42	29	21	492
Jackson.....	1	2	2	5	5	4	1	4	8	6	17	55
Lake.....	1	10	71	36	24	16	10	7	21	13	9	218
Leavenworth .....	11	96	53	38	21	28	19	16	33	22	18	355
Long.....	9	133	87	33	33	30	18	14	31	37	26	451
Omaha View.....	1	15	9	13	6	4	2	4	7	7	5	73
Pacific.....	4	77	62	36	21	28	25	23	32	33	15	356
Park.....	1	9	18	15	10	7	9	12	25	13	2	121
Pleasant.....	3	41	25	14	9	8	10	3	10	13	10	146
Total.....	73	962	804	419	332	287	227	201	396	315	221	4237





TABLE XVII.

*Showing the number registered, the number withdrawn before the close of the year, and the number remaining at the close of the year in the several grades.*

GRADES.	Number Registered.	Number Withdrawn.	Number Remaining.
Twelfth.....	30	0	30
Eleventh.....	43	14	29
Tenth.....	110	31	79
Ninth.....	189	58	131
Eighth.....	250	73	177
Seventh.....	390	142	248
Sixth.....	679	255	424
Fifth.....	795	236	559
Fourth.....	1,246	420	826
Third.....	1,147	328	819
Second.....	1,180	355	825
First.....	2,224	731	1,493
Total.....	8,283	2,643	5,640

TABLE XVIII.

*Showing the ages, at last birthday, of the boys enrolled in the Schools during the year 1886-7.*

SCHOOLS.	5.....	6.....	7.....	8.....	9.....	10.....	11.....	12.....	13.....	14.....	15.....	16.....	17.....	18.....	19.....	20.....	21 and over.	Total.....
High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	136
Cass.....	20	30	24	37	38	50	27	15	12	25	37	32	11	8	3	.....	.....	271
Castellar.....	9	28	27	33	30	27	29	20	14	14	5	1	.....	1	.....	.....	.....	246
Center.....	7	22	30	25	16	16	16	7	3	1	1	.....	.....	.....	.....	.....	.....	144
Central.....	5	18	32	17	32	36	32	41	37	29	13	3	3	.....	1	2	.....	301
Dodge.....	17	11	15	24	18	27	17	20	17	11	1	1	3	.....	.....	.....	.....	179
Farnam.....	8	28	24	31	36	32	37	34	40	14	11	6	3	1	.....	.....	.....	305
Hartman.....	13	39	31	35	32	48	38	27	21	7	9	1	.....	.....	.....	.....	.....	301
Izard.....	16	48	42	46	61	41	41	49	39	35	17	12	7	1	.....	1	.....	456
Jackson.....	17	14	8	9	5	3	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	57
Lake.....	15	21	33	31	36	29	23	18	11	11	6	.....	1	.....	.....	.....	.....	235
Leavenworth.....	13	32	30	29	40	47	47	45	27	15	7	3	1	.....	.....	.....	.....	336
Long.....	31	44	56	62	58	52	40	45	23	11	9	7	1	.....	.....	.....	.....	439
Omaha View.....	10	12	8	13	6	4	6	5	3	2	.....	.....	.....	.....	.....	.....	.....	69
Pacific.....	14	40	43	36	38	34	39	34	18	18	12	10	1	.....	.....	.....	.....	337
Park.....	17	19	15	16	20	22	7	3	5	.....	.....	1	.....	.....	.....	.....	.....	125
Pleasant.....	8	17	15	16	22	13	12	5	4	.....	.....	.....	.....	.....	.....	.....	.....	109
Total.....	220	423	433	460	488	481	411	369	291	205	135	84	28	11	4	.....	3	4,046

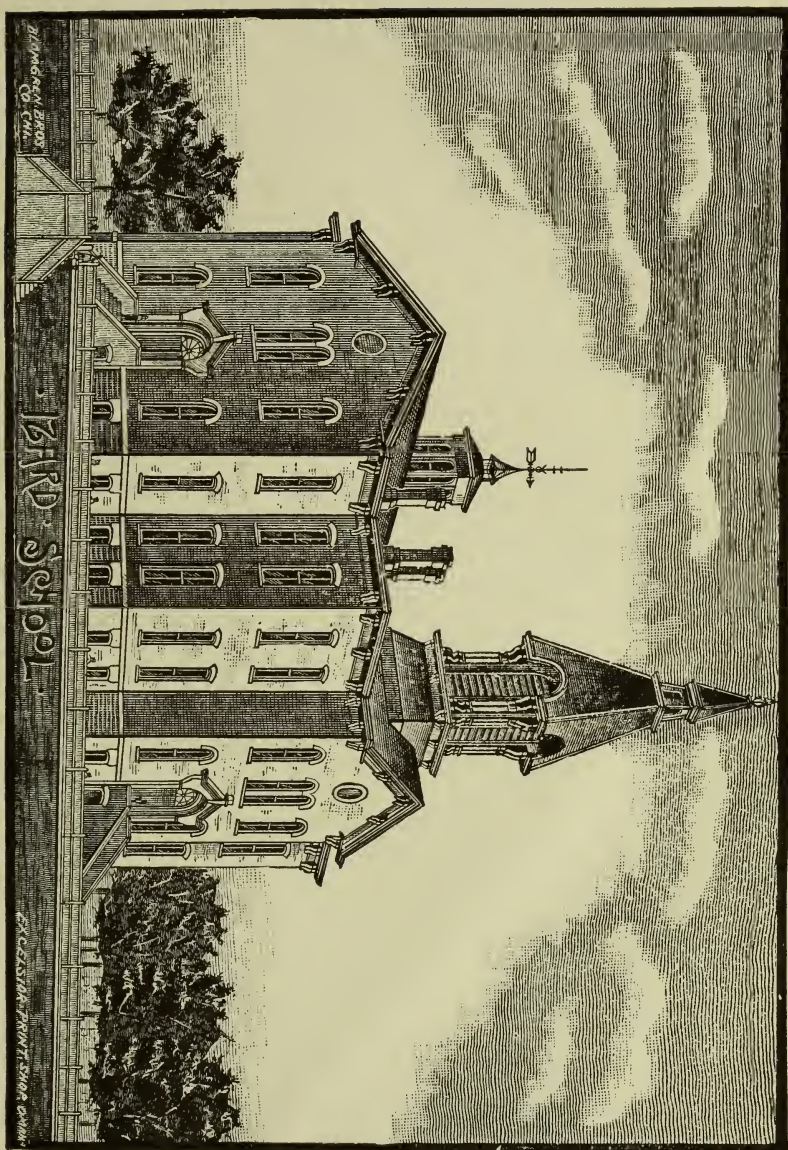




TABLE XIX.

*Showing the ages, at last birthday, of the girls enrolled in the Schools during the year 1886-87.*

SCHOOLS.	5.....	6.....	7.....	8.....	9.....	10.....	11.....	12.....	13.....	14.....	15.....	16.....	17.....	18.....	19.....	20.....	21 and over.	Total.....
High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	236
Cass.....	22	27	28	39	43	32	34	35	15	19	61	56	34	19	10	1	1	296
Castellar.....	14	22	18	25	19	15	23	13	11	5	4	1	.....	.....	.....	.....	.....	173
Center.....	15	22	32	25	32	21	16	11	3	1	1	.....	.....	.....	.....	.....	.....	179
Central.....	9	19	27	39	24	27	32	35	29	32	30	11	3	.....	.....	.....	.....	317
Dodge.....	9	12	15	20	27	33	20	16	6	6	2	2	.....	.....	.....	.....	.....	158
Farnam.....	13	16	42	24	22	46	30	32	43	20	11	9	2	.....	.....	.....	.....	309
Hartman.....	13	39	40	45	37	40	31	19	19	9	8	2	.....	.....	.....	.....	.....	309
Izard.....	23	41	48	34	49	66	46	49	51	35	23	17	6	1	1	2	.....	492
Jackson.....	19	9	14	9	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55
Lake.....	6	20	28	35	26	31	23	26	11	6	4	1	1	.....	.....	.....	.....	218
Leavenworth.....	9	35	36	42	32	46	36	48	31	26	8	4	1	.....	1	.....	.....	355
Long.....	25	47	60	55	51	56	51	42	34	20	5	5	.....	.....	.....	.....	.....	451
Omaha View.....	8	9	8	15	11	7	6	4	.....	4	.....	1	.....	.....	.....	.....	.....	73
Pacific.....	15	38	40	43	32	35	43	37	32	20	15	4	1	1	.....	.....	.....	356
Park.....	6	20	22	23	20	12	8	6	4	.....	.....	.....	.....	.....	.....	.....	.....	121
Pleasant.....	9	22	28	27	15	10	15	4	4	3	.....	.....	.....	.....	.....	.....	.....	146
Total.....	214	399	486	500	442	478	414	379	307	243	177	114	48	21	12	3	1	4237



TABLE XX.

*Showing the ages, at last birthday, of boys and girls enrolled during the year 1886-87.*

SCHOOL.	5.....	6.....	7.....	8.....	9.....	10.....	11.....	12.....	13.....	14.....	15.....	16.....	17.....	18.....	19.....	20.....	21 and over.	Total.....
High .....	42	57	52	76	81	82	61	3	34	62	98	88	45	27	13	1	1	372
Cass.....	23	50	45	58	49	42	52	33	23	31	10	2	.....	.....	.....	.....	.....	567
Castellar .....	22	44	62	50	48	37	32	18	28	19	11	8	.....	1	.....	.....	.....	419
Center .....	14	37	59	56	56	63	64	76	6	2	2	.....	.....	.....	.....	.....	.....	323
Central.....	26	23	30	44	45	50	37	36	66	61	43	.....	6	.....	1	.....	2	618
Dodge.....	20	44	66	55	58	78	67	66	23	17	3	3	5	1	.....	.....	.....	337
Farnam.....	26	78	71	80	69	88	69	46	40	16	17	3	.....	.....	.....	.....	.....	614
Hartman .....	39	89	90	80	110	107	87	98	90	70	40	29	13	2	1	2	1	603
Izard .....	36	23	22	18	7	5	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	948
Jackson .....	21	41	61	66	62	60	46	44	22	17	10	1	2	.....	.....	.....	.....	112
Lake.....	22	67	66	71	72	93	83	93	58	41	15	7	2	.....	1	.....	.....	453
Leavenworth.....	56	91	116	117	109	108	91	87	57	31	14	12	1	.....	.....	.....	.....	691
Long.....	18	21	16	28	17	11	12	9	3	6	.....	1	.....	.....	.....	.....	.....	890
Omaha View .....	29	78	83	79	70	69	82	71	50	38	27	14	2	1	.....	.....	.....	142
Pacific .....	23	39	37	39	40	34	15	9	9	.....	.....	1	.....	.....	.....	.....	.....	693
Park.....	17	39	43	43	37	32	27	9	5	3	.....	.....	.....	.....	.....	.....	.....	246
Pleasant.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	255
Total.....	434	821	919	960	930	959	825	748	598	448	312	198	76	32	16	3	4	8283



TABLE XXI.

*Showing the number of colored pupils enrolled in the Schools during the year 1886-7.*

SCHOOLS.	Boys.	Girls.	Total.
High.....	0	2	2
Cass.....	18	29	47
Castellar.....	3	7	10
Center.....	1	1	2
Central.....	4	6	10
Dodge.....	23	14	37
Farnam.....	4	3	7
Hartman.....	1	1	2
Izard.....	15	15	30
Jackson.....	1	4	5
Lake.....	11	8	19
Leavenworth.....	9	7	16
Long.....	13	23	36
Omaha View.....	0	0	0
Pacific.....	3	10	13
Park.....	0	0	0
Pleasant.....	0	0	0
Total.....	106	130	236

TABLE XXII.

*Showing the number of cases of corporal punishment in the Schools in the last five years.*

SCHOOLS.	1882-3	1883-4	1884-5	1885-6	1886-7
High.....	0	0	0	0	0
Cass.....	31	0	1	0	0
Castellar.....	*	*	*	0	0
Center (Hascall).....	44	0	0	1	0
Central.....	15	0	2	0	0
Dodge.....	27	8	3	0	0
Farnam.....	*	*	0	0	0
Hartman.....	233	16	1	0	0
Izard.....	119	20	5	1	0
Jackson.....	5	2	0	0	0
Lake.....	16	10	3	1	0
Leavenworth.....	*	1	0	0	0
Long.....	*	0	1	0	0
Omaha View.....	*	*	*	*	0
Pacific.....	45	6	0	0	0
Park.....	*	*	*	*	0
Pleasant.....	4	4	0	0	0
Total.....	539	67	16	3	0
Average daily attendance .....	3,589	3,846	4,254	4,700	5,372

\*School not opened at this time.

TABLE XXIII.

*Showing the nativity of the pupils in the Public Schools during the year 1886-7.*

SCHOOLS.	Omaha.	Nebraska, out- side of Omaha.	Other States than Nebraska.	British America	Great Britain.	Ireland.	Germany.	Bohemia.	Sweden.	Denmark.	Norway.	All other Coun- tries.	Total.
High.....	87	85	181	6	3	1	1	0	1	0	1	6	372
Cass.....	68	146	309	2	7	4	13	0	3	6	4	5	567
Castellar.....	62	58	209	4	10	0	33	20	8	9	2	4	419
Center.....	74	46	128	2	2	5	22	26	3	9	0	6	323
Central.....	169	122	303	7	6	2	4	3	5	5	1	1	618
Dodge.....	61	69	152	1	0	4	24	2	8	2	1	13	337
Farnam.....	129	64	316	6	14	11	31	1	34	4	2	2	614
Hartman.....	125	74	199	19	9	1	31	119	8	0	3	15	603
Izard.....	253	181	420	13	14	9	22	1	6	13	1	15	948
Jackson.....	29	1	58	0	1	0	13	0	7	0	0	3	112
Lake.....	154	37	212	10	12	1	7	3	4	7	4	2	453
Leavenworth...	134	117	358	9	7	0	32	5	10	4	5	10	691
Long.....	181	191	417	16	14	3	10	2	9	40	6	1	890
Omaha View...	19	31	69	11	1	0	5	0	0	2	0	4	142
Pacific.....	187	96	303	3	4	6	54	3	11	23	0	3	693
Park.....	65	40	125	2	0	0	2	0	12	0	0	0	246
Pleasant.....	67	34	120	0	3	2	9	0	11	8	0	1	255
Total.....	1,854	1,392	3,879	111	107	49	313	185	140	132	30	91	8,283

TABLE XXIV.

*Showing the nativity of the parents.*

[The figures show the number of pupils whose parents were born in the places named.]

SCHOOLS.	Omaha.	Nebraska, out- side of Omaha.	Other States than Nebraska.	British America.	Great Britain.	Ireland.	Germany.	Bohemia.	Sweden.	Denmark.	Norway.	All other Coun- tries.	Total.
High.....	0	3	242	5	38	9	28	4	18	3	5	17	372
Cass.....	7	27	330	14	26	46	54	4	29	8	6	16	567
Castellar.....	1	4	174	10	27	23	76	23	34	24	2	16	419
Center.....	5	7	114	13	13	26	63	35	15	11	2	19	323
Central.....	6	6	384	39	33	27	54	13	20	18	6	12	618
Dodge.....	2	8	149	5	16	26	80	3	13	6	3	26	337
Farnam.....	6	4	333	18	36	28	75	7	66	19	8	14	614
Hartman.....	1	3	114	12	29	52	72	258	26	2	3	31	603
Izard.....	9	45	512	28	63	37	107	6	48	46	8	39	948
Jackson.....	3	0	56	1	3	1	29	1	14	0	0	4	112
Lake.....	6	7	281	11	46	26	28	6	11	15	10	6	453
Leavenworth...	12	3	299	10	40	39	161	10	28	29	30	30	691
Long.....	2	4	538	20	67	15	81	6	41	94	10	12	890
Omaha View....	0	7	62	12	10	9	19	0	3	7	2	11	142
Pacific.....	5	0	292	15	26	45	146	21	53	7	65	18	693
Park.....	0	2	156	7	18	16	25	2	20	0	0	0	246
Pleasant.....	2	2	139	6	13	14	39	0	12	16	0	12	255
Total.....	67	132	4,175	226	504	439	1,137	404	451	305	160	283	8,283

TABLE XXV.

*Showing the occupation of the parents or guardians of the pupils in the Public Schools.*

[The figures show the number of pupils whose parents are engaged in the occupations named.]

SCHOOLS.	Agents or traveling men.																											Total.			
	Artists.	Architects.	Bankers or loan agents.	Boarding house keepers.	Butchers.	Bakers and confectioners.	Builders or contractors.	Bookkeepers or clerks.	Engineers.	Expressmen or teamsters.	Farmers or gardeners.	Hotel employes.	House keepers.	Laborers.	Laundresses.	Landlords.	Lawyers.	Liverymen.	Machinists or mechanics.	Merchants or tradesmen.	Manufacturers.	Milkmen.	Peddlers.	Physicians or dentists.	Public officers.	Railroad employes.	Real estate men.		Restaurant or saloon-keepers.	Seamstresses or dress-makers.	All others.
High.....	13	4	1	4	1	1	14	24	2	6	11	1	12	37	23	3	1	4	32	62	8	3	13	16	40	18	3	3	3	34	371
Cass.....	14	4	3	1	1	1	30	34	8	6	3	6	7	104	33	3	1	...	79	43	27	1	...	2	17	4	16	28	2	76	567
Castellar.....	9	1	1	1	1	1	14	20	6	4	12	4	4	84	3	1	1	3	137	15	12	1	4	3	43	9	4	3	1	48	419
Center.....	15	1	5	5	6	4	9	20	2	4	5	7	3	90	3	1	1	3	131	13	2	5	1	...	3	20	5	2	2	40	323
Central.....	31	1	3	5	7	1	34	42	9	4	8	8	9	66	17	19	1	...	16	142	13	...	...	21	14	44	20	5	9	618	
Dodge.....	21	1	17	1	1	1	15	7	10	10	5	7	30	66	17	4	1	2	139	78	18	5	7	15	15	19	1	11	11	19	337
Farnam.....	18	2	2	...	...	...	26	43	5	34	13	2	8	88	4	4	9	2	163	25	20	...	...	8	19	24	6	1	1	13	614
Farnam Central.....	4	4	11	1	1	1	27	13	5	14	7	7	20	139	11	...	4	105	192	118	9	9	...	6	25	47	24	8	42	603	
Hartman.....	21	11	4	3	10	7	52	67	29	50	18	4	8	262	6	...	4	8	163	118	9	2	...	...	23	47	26	7	3	40	948
Izard.....	2	1	1	1	1	1	2	2	1	1	1	1	1	51	8	...	2	...	99	11	8	...	...	...	3	2	5	5	5	9	112
Jackson.....	17	...	2	1	1	10	38	39	14	22	9	2	8	68	2	...	2	...	99	30	8	2	...	...	29	22	2	2	4	16	453
Lake.....	12	6	8	16	5	10	33	44	17	19	5	5	3	116	7	6	2	1	38	118	30	...	...	6	10	30	6	12	8	102	691
Leavenworth.....	52	11	1	5	4	9	71	85	8	37	15	2	6	129	9	2	10	3	199	78	11	8	...	3	8	41	27	2	3	50	890
Long.....	7	2	1	1	1	1	7	24	2	1	8	...	3	30	...	5	1	1	31	6	...	1	4	1	7	2	2	3	9	142	
Omaha View.....	11	...	1	8	9	3	39	17	24	19	6	3	16	236	9	5	2	2	62	72	12	3	...	...	14	83	9	4	23	693	
Pacific.....	12	1	...	5	6	1	16	19	1	8	3	1	3	29	3	...	2	2	38	21	7	...	...	2	6	18	18	1	1	27	246
Park.....	11	1	...	2	4	3	35	17	1	8	2	...	15	22	3	1	6	1	20	55	4	...	...	4	17	17	13	...	1	18	255
Pleasant.....	2	...	1	...	...	...	4	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	240	44	29	29	81	52	471	500	143	276	129	39	147	1617	98	46	50	25	1244	921	202	40	28	82	150	488	198	92	80	661	8283

# TEXT BOOKS

*Used in the Public Schools.*

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## PRIMARY AND GRAMMAR SCHOOLS.

*Readers*—Appleton's series, Eclectic series, New Franklin series, Barnes series, and Swinton series.

*Reading Charts*—Appleton's.

*Arithmetic*—White's series.

*Geography*—The Eclectic series.

*Grammar*—Harvey.

*Language*—Reed and Kellogg, and Long.

*Penmanship*—Spencerian system.

*U. S. History*—Anderson.

*Word Lessons*—Reed.

*Physical Geography*—Warren.

*Vocal Music*—Loomis' series.

*Drawing*—White's series.

*Physiology*—Yaggy's charts and Hutchinson.

## HIGH SCHOOL.

*Algebra*—Wentworth.

*Rhetoric*—Kellogg.

*Physiology*—Hutchinson, and Martin's Human Body.

*Zoology*—Packard.

*Geometry*—Wentworth.

*Trigonometry*—Wentworth.

*General History*—Swinton.

*English History*—Morris.

*German*—Dreyspring series.

*Physics*—Avery.

*Bookkeeping*—Williams and Rogers.

*Commercial Arithmetic*—Thompson.

*Drawing*—Walter Smith.

*Astronomy*—Sharpless and Philips.

*Political Economy*—Perry.

*English Literature*—Kellogg.

*Civil Government*—Townsend.

*Chemistry*—Youmans.

*Geology*—Le Conte.

*Botany*—Gray.

*Roman History*—Leighton.

*Greek History*—Smith.

*Latin Grammar*—Allen and Greenough.

*Latin Lessons*—Collar and Daniell.

*Latin Prose Composition*—Jones.

*Greek Grammar*—Goodwin.

*Greek Lessons*—White.

*Greek Prose Composition*—Jones.

*Stenography*—Munson.







Report of Committee  
ON  
Manual Training.





# REPORT OF COMMITTEE ON MANUAL TRAINING.

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*To the Honorable Board of Education of the City of Omaha :*

Your committee on Manual Training herewith submit their third annual report, covering a period from January, 1887, to January, 1888.

In consequence of the delay in finishing the boiler house of the High School, the wood turning machinery could not be used until April, 1887. This delay had a most disastrous effect upon the school. Those who took carpentry the first year, would have taken turning the second year had the machinery been in running order; but the delay destroyed their interest and the class of second year boys was very small.

The opening of eighth grade classes in other schools diminished the number in the Central school, and the class entering the manual training department last year was only about forty.

In September of 1887, everything was in good working order, but the delays of the previous year still hindered the expected progress in this department; still, in all the classes, first and second year, the attendance has been seventy-five.

The first year is devoted to carpentry, joining and wood turning; the second year to wood turning, carving and moulding. The third year pupils will have moulding

and blacksmithing, chipping and filing, though at present a strict adherence to the proposed course of study is not practicable.

Additional expenditures have been made during the past year as follows :

Engine .....	\$325 00
Boiler and setting .....	575 00
Wood carving tools .....	150 00
Extra tools for turning .....	70 00
Total .....	\$1,120 00

The permanent investment has been about \$3,000. There will be needed to prepare for the third year work about \$1,000 more. For the sum of \$4,000 there will be secured for this department a complete outfit of tools for carpentry, wood carving, turning, moulding and blacksmithing, with the necessary machinery, large enough to provide for eighty pupils.

The pupils have done excellent work in their other studies, and your committee think that the manual training school has passed beyond the experimental stage and may fairly be considered as an established part of the High School course. Your committee would call attention to the fact that the attendance of girls has increased and that they have done excellent work.

The public, as well as some members of the Board, are still laboring under the mistake of supposing that the purpose of this department is to make mechanics. Again your committee would reiterate that the purpose of this work is to train the eye and the hand to work together, to familiarize the pupils with the use of tools, and to develop their self-reliance. The training will be valuable, whatever the students may decide to do

after they graduate; if they conclude to follow a trade, they can advance more rapidly than would otherwise be possible.

The expense per pupil is no larger than for instruction in any other special study taken by the same number of pupils. It costs less for a pupil to take Manual Training than to take Latin or Greek. When we remember that pupils in the Manual Training school spend two study hours each day in the shop or in the drawing room, it is evident that the teacher of Manual Training is giving the same amount of time to seventy-five pupils which the teacher of Physics or Chemistry would give to one hundred and fifty pupils. To determine the expense per pupil, the expenses of the department are divided by the number of pupils. To compare the expenses in Physics with that in Manual Training, taking into account the study hours, the number of pupils in the Manual Training School should be multiplied by two which would make the expense per pupil \$14.00 a year. Your committee is further convinced that the advantages derived from Manual Training are much greater than can be obtained from any other one study. Indeed, the pupils in this department have really two studies—drawing and shop-work. For not only do students in the Manual Training School learn to use tools and to work from drawings; but to reason by the practical application of effects to their appropriate causes. They are taught to put into practice the knowledge they have acquired, thus fitting them for practical life.

Manual training is mainly given to the boys, but your committee have become convinced that girls should have a practical training suited to their needs, and to supply this training have, in connection with the committee on the High School, opened a department of domestic economy. A competent teacher has been

secured who, for the balance of the year, will give instruction in cooking to the girls in the High School and the eighth grade and to past graduates of the High School. Should this instruction meet with general favor and bring forth the results expected, instruction in the future may be given in sewing, cutting and fitting garments, and such other branches of domestic economy as will assist our girls in fitting themselves for useful lives. This instruction has been given in some of the eastern cities with gratifying success, and your committee believe that this new course of study will do much for the school system of Omaha.

Your committee refer with pleasure to the change in public sentiment with regard to the manual training department. When opened it had few friends, now it meets with very general approval. There have been vexatious delays in putting the manual training school into good shape, a lukewarmness on the part of some members of the Board and a decided opposition by some of the daily papers. The school is now in good condition and well equipped, the Board looks upon it with more favor, and the opposition from the press has ceased. The same obstacles will be encountered by the school of domestic economy, but will also be overcome, and in the future no one would dream of giving up either of these departments.

Your committee again congratulate the Board on having secured Mr. Bumann as teacher of manual training; each year shows more plainly his exceptional qualifications for the position. To his industry, zeal and thoroughness the school owes its success. Omaha was unusually fortunate in securing a teacher who, from many difficulties, has grasped a marked success.

Under the charge of Mr. Bumann exhibitions of the work done by the pupils in this school were made at



Chicago in the National Exhibition of School Work, at the Omaha Fair, before the State Teachers Association in Lincoln, and the County Teachers Institute at Blair. In the last three places Mr. Bumann delivered addresses explaining our system which awakened much interest. Many visitors from the state, and other states, have visited the school during the past year and, as a result of these visits, plans for similar schools have been discussed and in several instances put into operation. So that the Manual Training School of Omaha is not only educating the pupils who attend it, but the people of several states. Enquiries as to our methods come from cities in the East and West, Omaha being the pioneer in establishing Manual Training as a part of the school system. Through this school more attention has been attracted to Omaha on the part of educators, than by anything else connected with our schools.

Your committee would recommend that before the end of the present school year, the necessary tools and machinery for the teaching of blacksmithing be procured, so that at the beginning of the next year everything may be ready for a third year's course. Also, that Mr. Bumann be instructed to correspond with Professor Woodward, of the St. Louis Manual Training School, with regard to an assistant, who will be needed, if there be the increase of students in this department, which may reasonably be expected.

For the convenience of many from other cities who make enquiries as to the cost of this department, we give the following statistics :

## MACHINERY.

Twenty benches for 80 pupils.....	\$286.00
Tools for 80 pupils.....	510.00
Lathes " " " .....	580.00
<i>Forward</i> .....	<u>\$1,376.00</u>

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<i>Brought Forward</i> .....	\$1,376.00
Shafting, pulleys and belting .....	188.45
Wood turning tools .....	200.00
Setting up lathes .....	200.00
Wood carving tools .....	150.00
Moulding benches and tools .....	200.00
Engine .....	325.00
Boiler .....	300.00
Setting boiler .....	275.00
Blacksmithing outfit (probable) .....	750.00
	<hr/>
	\$3,964.45

## CURRENT EXPENSES.

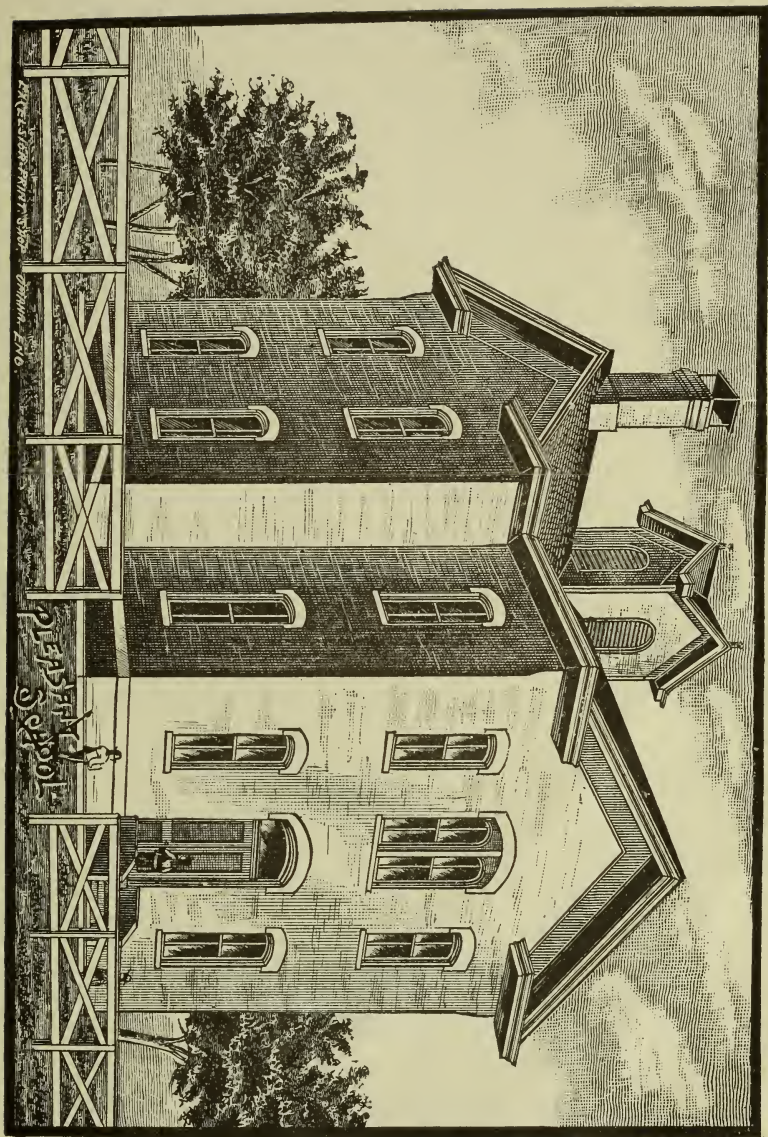
Salary of Teacher .....	\$1,100.00
“ “ Engineer .....	700.00
Material .....	100.00
Wear of tools .....	100.00
Fuel .....	100.00
	<hr/>
	\$2,100.00

Your committee in conclusion would thank the Board for the hearty support given them in their endeavors to achieve success in the Manual Training Department of the High School.

W. E. COPELAND.

D. V. SHOLES.

F. R. McCONNELL.



ON THE WALL

PLEASED TO GO





Schools, Teachers and  
Residences.







# SCHOOLS, TEACHERS AND RESIDENCES.

## HIGH SCHOOL.

Capitol Square; lot, four blocks with intervening streets; brick building; twenty-eight rooms; warmed by steam.

### TEACHERS.

### RESIDENCES.

HOMER P. LEWIS, <i>Principal</i> .....	2223 Dodge street.
Alonzo N. Henshaw, <i>Asst. Prin.</i> ....	2107 Chicago street.
S. D. Beals .....	2118 Davenport street.
Irwen Leviston .....	975 North Twenty-seventh street.
Louis J. Blake .....	1616 North Twenty-sixth street.
Albert M. Bumann.....	2013 Douglas street.
Mary R. Harris.....	1716 North Nineteenth street
Samantha R. Davis .....	2534 Davenport street.
Mary E. Quackenbush .....	2529 Davenport street.
Villa B. Shippey.....	1922 Dodge street.
Francis E. Sheldon .....	216 North Twenty-second street.
Jennie E. Keysor .....	2724 Caldwell street.
Belle H. Lewis.....	2304 Davenport street,
Decie A. Johnston .....	323 North Seventeenth street.
Margaret R. McIntyre .....	2214 Capitol Avenue.
Anna L. Weinhagen .....	933 North Twenty-seventh street.
Fannie M. Wood.....	1131 North Eighteenth street.
Stacia Crowley.....	643 South Seventeenth street.
Fannie Arnold .....	323 North Seventeenth street.
Clara B. Mann.....	2118 Burt street.

## AMBLER SCHOOL.

Ambler Place; frame building; two rooms; warmed by stoves.

### TEACHERS.

### RESIDENCES.

JENNIE C. SALMON, <i>Principal</i> .....	——— Ambler Avenue.
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## BANCROFT SCHOOL.

Ninth street near Bancroft; two rooms; frame building; warmed by stoves.

## TEACHERS.

## RESIDENCES.

EMMA R. RICE, *Principal* ..... 2201 South Ninth street.  
Katie A. Wolcott..... 2201 South Ninth street.

## CASS SCHOOL.

Cass street, between Fourteenth and Fifteenth streets; brick; eight rooms; warmed by hot-air furnaces. Also, two rooms on California street, between Eighteenth and Nineteenth streets; warmed by steam.

## TEACHERS.

## RESIDENCES.

GRACE. H. WILBUR, *Principal*..... 120 South Twenty-fifth street.  
Mary E. Simonds, *Asst. Prin.*..... 1722 Capitol Avenue.  
Nelle Bennett..... 804 North Eighteenth street.  
Hattie C. Pratt. .... 2021 California street.  
Susan E. Eveleth..... 1707 Dodge street.  
A. Belle Penniman ..... 2117 Maple street.  
Emily J. Robinson..... 1913 California street.  
Lucy E. Leeds..... 1131 North Eighteenth street.  
Lizzie A. McAleese..... 1707 Dodge street.  
Mary A. Frazier ..... 1919 Burt street.

## CASTELLAR SCHOOL.

Northwest corner of Eighteenth and Castellar streets; brick; ten rooms; heated by hot-air furnaces and stoves.

## TEACHERS.

## RESIDENCES.

MARY B. NEWTON, *Principal* ..... 1729 South Fifteenth street.  
Lucy J. Roys ..... 623 South Fifteenth street.  
Lizzie L. Banker..... 1707 Center street.  
Margaret Galbraith ..... 1733 South Eighteenth street.  
F. Bertha Nagl ..... 1355 South Seventeenth street.  
Amelia S. Cranston .. ..... Barker Hotel.  
Hortense Smith ..... 1417 Vinton street.  
Ellen L. Stoll ..... 1623 Center street.  
Jennie B. Rugb ..... 207 North Twenty-third street.

### CENTER SCHOOL.

Northwest corner of Eleventh and Center streets ; brick ; four rooms ; heated by steam. Also, a two room frame building ; heated by stoves.

## TEACHERS.

## RESIDENCES.

JENNIE L. REDFIELD, <i>Principal</i> ...	2115 South Eleventh street.
Amelia S. Shattuck .....	1321 South Tenth street.
Mary L. Murray .....	1321 South Tenth street.
Margaret Vincent.....	1321 South Tenth street.
Clara E. Hutmaker .....	1811 Cuming street.
Myra La Rue.....	1321 South Tenth street.

### CENTRAL SCHOOL.

This school occupies rooms in the High School building. All heated by steam.

## TEACHERS.

## RESIDENCES.

FRANCES M. BRIGGS, <i>Principal</i> ...	624 North Twentieth street.
Clara E. Elder.....	2317 Dodge street.
Fannie Maxwell.....	2018 Davenport street.
Harriet D. Ray .....	816 South Eighteenth street.
Annie I. Gillis.....	203 South Twenty-fifth street.
Alice L. Harper.....	1812 Dodge street.
Ida E. Mack.....	1723 Dodge street.
Annie E. McCheane.....	2523 Capitol Avenue.
Clara Schlesinger .....	2211 Davenport street.

### CENTRAL PARK SCHOOL.

Central Park addition ; frame building ; two rooms ; warmed by stoves.

## TEACHERS.

## RESIDENCES.

EFFIE REED, <i>Principal</i> .....	—— Second Avenue.
Mary Mikan.....	—— Ames Avenue.

## DODGE SCHOOL.

Southwest corner of Eleventh and Dodge streets ; brick ; eight rooms ;  
warmed by hot-air furnaces.

## TEACHERS.

## RESIDENCES.

JENNIE M. MCKOON, <i>Principal</i> .....	720 South Twenty-second street.
Lizzie R. Needham, <i>Asst. Prin</i> .....	2116 California street.
Hattie M. Allen .....	419 North Fifteenth street.
Emma J. Godso.....	2213 Leavenworth street.
Allie E. Bean, .....	2219 Capitol Avenue.
Fannie Blanchard.....	1910 Dodge street.
Moselle Eddy .....	1027 Saunders street.

## DUPONT SCHOOL.

Four room brick building on Georgia Avenue corner of Dupont  
street ; warmed by furnaces.

## TEACHERS.

## RESIDENCES.

MARY-W. HAY, <i>Principal</i> .....	1723 Mason street.
Emma L. Newcomb.....	522 South Twenty-sixth street.
Dollie A. Church .....	1619 South Twenty-seventh street.
Laura J. Bradford.....	1341 Georgia Avenue.

## FARNAM SCHOOL.

Southwest corner of Twenty-ninth and Farnam streets ; brick ; ten  
rooms ; heated by hot-air furnaces and stoves.

## TEACHERS.

## RESIDENCES.

ANNA P. TRULAND, <i>Principal</i> .....	2539 Capitol Avenue.
Florence M. Harvey .....	531 Pleasant street.
Lottie L. Gassette .....	2510 Davenport street.
Kate E. Crane.....	505 Fairview street.
Minnie R. Wilson .....	2618 Capitol Avenue.
Clara B. Mason.....	530 Pleasant street.
Nora O'Connor .....	628 Park Avenue.
Mary H. Lomax .....	530 Pleasant street.
Maggie H. Watkins.....	531 Pleasant street.
M. Florence Littlefield.....	1219 South Twenty-eighth street.

## FOREST SCHOOL.

Between Thirteenth and Fourteenth streets, south of Valley street ;  
frame building ; two rooms ; warmed by stoves.

## TEACHERS.

## RESIDENCES.

MARY E. KENT, *Principal* ..... 1424 Cass street.  
Belle Doyle..... 1710 Davenport street.

## FRANKLIN SCHOOL.

Northwest corner of Thirty-fifth and Franklin streets ; a frame build-  
ing of two rooms ; warmed by stoves.

## TEACHERS.

## RESIDENCES.

MARGARET J. LATEY, *Principal* ... 1518 North Nineteenth street.  
Mary E. Wolcott..... 1617 Cuming street.

## HARTMAN SCHOOL.

South Sixteenth street, south of Williams street ; seven rooms in  
brick building, and four rooms in frame building ; heated by hot-  
air furnaces.

## TEACHERS.

## RESIDENCES.

ELLEN M. WHITE, *Principal*..... 1365 South Seventeenth street.  
Emma J. Carney, *Asst. Prin.*..... 616 South Seventeenth street.  
Mary L. Alter ..... 2412 Harney street.  
Ada Armstrong..... 816 South Eighteenth street.  
Ella Thorngate ..... 820 South Eighteenth street.  
Dora A. Lillie ..... 820 South Eighteenth street.  
Jennie Roberts. .... 2412 Harney street.  
Ida Dysart..... 820 South Eighteenth street.  
Rettie E. Read..... 1120 Jackson street.  
Ida Meeker..... 1818 South Eighteenth street.  
Lottie M. Burch.. ..... 1341 Georgia Avenue.

## HICKORY SCHOOL.

Northwest corner of Fifth and Hickory streets ; two room building ;  
warmed by stoves.

## TEACHERS.

## RESIDENCES.

FANNIE M. NEVIUS, *Principal*..... 1110 South Tenth street.  
Carrie M. Hicks ..... 1403 South Tenth street.

### IZARD SCHOOL.

Northwest corner Nineteenth and Izard streets ; brick building ; thirteen rooms ; warmed by hot-air furnaces. Also, two rooms in frame buildings, heated by stoves.

#### TEACHERS.

#### RESIDENCES.

ANNA FOOS, <i>Principal</i> .....	1619 Capital Avenue.
Cebella E. Schaller, <i>Asst. Prin</i> .....	522 North Twenty-fifth street.
Sadie Bunker.....	1809 Chicago street.
Katherine M. Stillwell.....	2008 Burt street.
Ida K. Wilson....	1809 Chicago street.
Minnie S. Dye.....	1137 North Eighteenth street.
Jennie Stull .....	1810 Chicago street.
Stella M. Champlin.....	1310 North Eighteenth street.
Fannie C. Fernald .....	845 South Twenty-fourth street.
Camilla Elliott .....	913 North Nineteenth street.
Zella M. Wilson .....	711 North Nineteenth street.
Mary P. Crane.....	505 Fairview street.
Catherine Foos .....	1619 Capitol Avenue.
Cassandra P. Schaller.....	522 North Twenty-fifth street.
Ema R. Rugh.....	207 North Twenty-third street.

### JACKSON SCHOOL.

South side of Jackson street, near Thirteenth ; two small frame buildings ; one room each ; warmed by stoves.

#### TEACHERS.

#### RESIDENCES.

FRANCES BUTTERFIELD, <i>Principal</i>	104 South Thirteenth street.
Addie Gladstone.....	2106 Harney street.



## LAKE SCHOOL.

Southwest corner of Nineteenth and Lake streets; brick building; six rooms; heated by hot air furnaces. Also five rooms in wooden buildings and two rented rooms, warmed by stoves.

## TEACHERS.

## RESIDENCES.

EMMA WHITMORE, <i>Principal</i> .....	712 North Nineteenth street.
Irene Harris, <i>Assistant Principal</i> ...	1716 North Nineteenth street.
Charlotte C. Bogen.....	1910 Lake street.
Artie D. Webb.....	1704 Corby street.
Alice M. Harmon.....	2226 Ohio street.
Phebe D. Perkins.....	998 Saunders street.
Evangeline C. Sibley.....	1508 North Eighteenth street.
Lizzie M. Elcock.....	2202 Miami street.
Barbara E. Hostetler.....	1508 North Eighteenth street.
Lizzie H. Witman.....	2116 North Twenty-first street.
Amelia Blumve .....	1424 North Twenty-eighth street.
Harriet H. Hickox.....	1508 North Eighteenth street.

## LEAVENWORTH SCHOOL.

Northwest corner of Seventeenth and Leavenworth streets; brick; eleven rooms; heated by hot air furnaces and stoves. Also a two-room frame building warmed by stoves.

## TEACHERS.

## RESIDENCES.

MINNIE J. WOOD, <i>Principal</i> .....	1131 North Eighteenth street.
Agnes McDonald, <i>Ass't Princ.</i> .....	1415 Howard street.
Ida K. Greenlee .....	813 South Twenty-third street.
Mary D. Ballantyne.....	816 South Eighteenth street.
Ida R. Notson.....	2522 Harney street.
Anna Holmes.....	810 South Seventeenth street.
Ida M. Johnston .....	2011 Leavenworth street.
Flora Leighton.....	810 South Seventeenth street.
Sarah E. Brown.....	810 South Seventeenth street.
Abbie C. Leighton.....	810 South Seventeenth street.
Margaret H. Read.....	1120 Jackson street.
Olive Hubbard.....	2221 1/2 Pierce street.
Lida Hanna.....	816 South Eighteenth street.

## LONG SCHOOL.

Southwest corner of King and Franklin streets ; brick building ; twelve rooms ; warmed by hot-air furnaces and stoves. Also, two two-room frame buildings and a rented two-room building ; warmed by stoves.

## TEACHERS.

## RESIDENCES.

SARAH M. McCHEANE, <i>Principal</i> ...	2523 Capitol avenue.
Nora H. Lemon, <i>Ass't Princ.</i> .....	1816 Spencer street.
Helen L. Wyckoff.....	1216 North Twenty-sixth street.
Gertrude C. Ellis.....	1710 North Twenty-seventh street.
Mattie C. Ellis.....	1710 North Twenty-seventh street.
Virginia R. Victor.....	1218 North Twenty-sixth street.
Harriet S. Eddy.....	1027 North Twenty-fourth street.
E. Virginia Kennedy.....	1318 North Twenty-seventh street.
Huldah F. Isaacson.....	2931 Seward street.
Jennie L. Woodward.....	1710 North Twenty-seventh street.
Sadie P. Pittman.....	604 North Seventeenth street.
Ada C. Jones.....	2428 Decatur street.
Elizabeth Atkinson.....	1318 North Twenty-seventh street.
Clara F. Cooper.....	1708 North Twenty-seventh street.

## OMAHA VIEW SCHOOL.

Northwest corner of Thirty-second and Corby streets ; two two-room frame buildings ; warmed by stoves. An eight-room brick building nearly completed.

## TEACHERS.

## RESIDENCES.

SARAH E. THOMPSON, <i>Principal</i> ...	Cor. Thirty-third and Corby sts.
Julia E. Rennie.....	3201 Burt street.
Alice M. Avery.....	— State street.
Matilda Evans.....	Cor. Thirty-third and Corby sts.

## PACIFIC SCHOOL.

Pacific street, near Tenth; brick; eight rooms; warmed by hot-air furnaces; four rented rooms, heated by stoves.

## TEACHERS.

## RESIDENCES.

MARGARET MCCARTHY, <i>Principal</i>	628 Park avenue.
Mary B. Goodman, <i>Ass't Princ.</i>	922 South Eleventh street.
Emma Wheatley.....	2617 Chicago street.
Lily M. Bruner.....	2510 Davenport street.
Clara B. Duvall.....	Barker Hotel.
Bertha A. Birkett.....	1015 Mason street.
Emily M. Dorn.....	3403 Seward street.
Margaret F. Goss.....	118 South Nineteenth street.
Mary B. Meyer.....	1014 North Twenty-seventh street.
Ida M. Goodman.....	922 South Eleventh street.
Jessie Lazear.....	209 South Twentieth street.
Kate Powers .....	1010 South Twenty-second street.

## PARK SCHOOL.

Northwest corner of Woolworth and Georgia avenues; eight-room brick building; warmed by hot-air furnaces.

## TEACHERS.

## RESIDENCES.

LILLIAN A. LITTLEFIELD, <i>Princ'l.</i>	1219 South Twenty-eighth street.
M. Elizabeth Allen.....	1148 South Twenty-ninth street.
Lizzie M. Sheppard.....	2617 Chicago street.
Mary E. Thompson.....	622 South Twenty-ninth street.
Dora Harney.....	941 South Twenty-ninth street.
Emma D. Littlefield.....	1219 South Twenty-ninth street.
Lyde A. McCook.....	1148 South Twenty-ninth street.
Fannie B. Hurlbut .....	1034 South Thirtieth street.

## PAUL SCHOOL.

Corner of Twenty-third and Paul streets; two two-room frame buildings; warmed by stoves.

## TEACHERS.

## RESIDENCES.

CARRIE M. HARTLEY, <i>Principal</i> ...	1218 North Twenty-sixth street.
Rosalie C. Eddy.....	1027 North Twenty-fourth street.
Kate Hutmaker.....	1811 Cuming street.
Nancy L. Lewis.....	2215 Burt street.

## PLEASANT SCHOOL.

Pleasant street, near St. Mary's avenue ; four rooms in brick building ; warmed by hot-air furnaces ; and two rooms in frame building, warmed by stoves.

## TEACHERS.

## RESIDENCES.

MARY A. FITCH, <i>Principal</i> .....	2318 St. Mary's avenue.
Alice E. Hitte.....	323 North Seventeenth street.
Martha Parrott.....	2619 Farnam street.
Julia A. Newcomb.....	522 Clark street.
Emma Fitch.....	2318 St. Mary's avenue.

## SARATOGA SCHOOL.

Northeast corner of Saunders street and Ames avenue ; frame building ; four rooms ; warmed by stoves.

## TEACHERS.

## RESIDENCES.

JAMES H. FARIS, <i>Principal</i> .....	Planter's Hotel.
Priscilla A. Ward.....	— North Twenty-fourth street.
Minnie E. Hendryx.....	2218 Spruce street.

## VINTON SCHOOL.

Boulevard street, near Vinton ; brick building ; two rooms ; warmed by stoves.

## TEACHERS.

## RESIDENCES.

LIDA SHALLENBERGER, <i>Principal</i> , Barker Hotel.	
Nellie Ireland.....	2134 South Seventeenth street.

## WALNUT HILL SCHOOL.

Walnut Hill, corner of Hamilton street and Lowe avenue ; four rented rooms in a business block.

## TEACHERS.

## RESIDENCES.

RENE E. HAMILTON, <i>Principal</i> .....	Cor. Hamilton st. and Lowe ave.
Georgia Valentine.....	1333 Sherman avenue.
Julia A. Carter.....	3503 Cuming street.
Louise B. Mann.....	Cor. Hamilton st. and Lowe ave.

## WEST OMAHA SCHOOL.

Rented building on the southwest corner of Thirty-seventh and Mason streets ; one room warmed by stove.

## TEACHERS.

## RESIDENCES.

Jessie C. Scott.....1013 South Thirty-first street.

## WEST SIDE SCHOOL.

West Side addition ; corner of B and Hill streets ; a two-room frame building ; warmed by stoves.

## TEACHERS.

## RESIDENCES.

James L. Alvison .....1020 Rebecca street.

## SPECIAL TEACHERS.

## PENMANSHIP AND DRAWING.

Kate M. Ball..... 216 North Twenty-second street.

## VOCAL MUSIC.

Lucia A. Rogers..... 624 North Nineteenth street.

## CALISTHENICS.

Henry Kummerow.....1715 Douglas street.

## SUBSTITUTE TEACHERS.

Mattie L. Powell.....2617 Chicago street.

Kate M. Kean..... 612 South Seventeenth street.



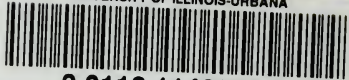








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